DOCUMENT RESUME

ED 439 228 CE 079 809

AUTHOR Bristow, Roy D.; Anderberg, Marc
TITLE Texas School-to-Careers Student Evaluation Project: Student Perceptions of the Impact of School-to-Careers Programs, Services, and Activities on Their Post-High School Experiences. Final Report.
INSTITUTION Texas State Occupational Information Coordinating Committee, Austin.
SPONS AGENCY Texas Workforce Commission, Austin.
PUB DATE 1999-09-00
NOTE 82p.
AVAILABLE FROM For full text: http://www.soicc.state.tx.us/TxSchool2Car/index.htm.
PUB TYPE Reports - Evaluative (142)
EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Academic Education; *Career Education; Education Work Relationship; *High School Graduates; High School Seniors; Integrated Curriculum; Learning Activities; *Outcomes of Education; Program Effectiveness; Program Implementation; School Business Relationship; *State Programs; *Student Attitudes; Vocational Education
IDENTIFIERS *Texas

ABSTRACT

High school graduates from a self-selected group of school districts in Texas were surveyed early in the year after graduation regarding the extent to which they were engaged in activities endorsed by the state's School-to-Careers (STC) initiative during their senior year in high school. Since the STC initiative had only begun during these students' senior year, and most programs were still being planned while few were being implemented, the data gathered are regarded as baseline for comparison to successive student exit cohorts. The study did find, however, that the students surveyed generally were receptive to, and even enthusiastic about, the kinds of systemic reforms inspired by STC. For the most part, however, they were unaware of the specific school-based, work-based, and connecting activities available in their respective school districts (if, indeed, any activities had actually been implemented). Therefore, the study concluded that any positive results documented in this first-wave study should be attributed to specific programs that preceded the STC initiative. The student questionnaire and selected respondents' report cards are appended. (Contains 20 references.) (KC)

Texas School-to-Careers Student Evaluation Project

Student Perceptions of the Impact of School-To-Careers Programs, Services, and Activities on Their Post-High School Experiences.

Final Report

Prepared by

Roy D. Bristow, Ph.D.
and
Marc Anderberg

for

The School-to-Careers Office
Texas Workforce Commission

by

The Texas State Occupational Information Coordinating Committee (TxSOICC)

Whitney-Jordan Plaza
9001 I.H. 35 North, Suite 103B
Austin, Texas 78753-5233

September 1999

FUNDING INFORMATION

Governance:	This project was conducted by the Texas State Occupational Information Coordinating Committee in collaboration with the Texas Education Agency, the Texas Workforce Commission, the Texas Committee on Workforce and Economic Competitiveness, and the Governor's Office.
Authorizing Agency:	The Texas Workforce Commission School-to-Careers Office 101 E. 15th Street Austin, Texas 78778
Act Under Which Funds Were Administered:	School-to-Work Opportunities Act of 1994
Grantee and Publisher:	Texas State Occupational Information Coordinating Committee (TxSOICC) 9001 Interstate Hwy 35 North - Suite 103B Austin, Texas 78753-5233 Richard Froeschle, Executive Director
Project Coordinator:	Roy D. Bristow, Ph.D.
Grant Manager:	Marc R. Anderberg, Director, Automated Student and Adult Learner Follow-Up System
Project Dates:	October 1, 1998 to September 30, 1999
Project Products:	Final Report including Student Survey, Charts and Tables Displaying the Results of the Survey, Results of the Follow-up of Respondents, Supporting Appendices, and Glossary.
Distribution:	Copies of the Final Report have been provided to the Texas State Publications Depository at the Texas State Library and other state depository libraries in compliance with State Publications Depository Statutes. The report is also available on SOICC's website: **www.soicc.state.tx.us**.

ACKNOWLEDGMENTS

The Texas State Occupational Information Coordinating Committee (TxSOICC) wishes to thank all the state and local agencies and organizations that participated in the *Texas School-to-Careers (STC) Student Evaluation Project: Student Perceptions of the Impact of STC Programs, Services, and Activities on Their Post-High School Experiences*. Our appreciation is extended to the 27 STC Partnership Directors who nominated school districts in their area to participate in the project. Our gratitude goes out to those superintendents who volunteered their districts to participate in the project. We give a very special thank you to the 31 contact persons in the volunteer school districts: they labored to provide the information necessary to conduct the project, and without them there would have been no project.

Our appreciation is extended to the representatives of state agencies comprising the STC Interagency Management Team for their interest and assistance in the project. The following individuals and groups were especially helpful in their review of materials developed by and for the project. Ara Marjanian, the Governor's Office of Planning and Budgeting; Dr. Mark Butler, the STC Office at the Texas Workforce Commission (TWC); Wally Vog, the Texas Council on Workforce and Economic Competitiveness (TCWEC); Ann Pennington, the Texas Education Agency (TEA); and the members of the Capital Area Training Foundation (CATF).

The TxSOICC further wishes to express its deep appreciation to Ms. Terry Watson and the students of her 2:00 o'clock senior English class at Pflugerville High School who provided a very honest and critical review of the *Student Questionnaire*.

The TxSOICC also extends its appreciation to Dr. James Glass and Paul Ruggiere of the University of North Texas Survey Research Center for their counsel and advice as well as administration of the survey instrument and preparation of the graphics presented in the report.

The entire Texas SOICC staff contributed their expertise and encouragement throughout the development of this publication. I wish to thank the TxSOICC Follow-up Team for their assistance: Marc Anderberg for his counsel; Ruben Garcia for his insight; Sammie Jo Garcia for her "number crunching;" and Dr. Michal Rosenberger, Dr. Brian Fishman, and Casey Dimmit for their critical reviews and comments. Also, I want to thank Richard Froeschle for his vision and continued support; staff members John Romanek, Robin Campbell, Mark Duksta, Randy Easterly and Suran Wije for providing "needed" technical assistance; Gary Tucker for designing the cover; and Jane Herrmann for laying-out and formatting the text. Finally, a very special thank you goes to former staff member Norman Lewis; he was a valued sounding-board.

Project Coordinator

Dan Bristow

Executive Summary

This report reflects the findings from the Texas State Occupational Information Coordinating Committee's (SOICC) study of post-exit results achieved by students from a self-selected group of school districts in Texas and the observations of those students regarding the extent to which they were engaged in activities endorsed by the state's STC initiative during their senior year in high school. The findings detailed in this report serve one, and only one, purpose. They establish a baseline for use in marking program improvements as additional data are gathered in subsequent years. The authors of this study wish to make it abundantly clear that these findings are limited to the school districts that volunteered to participate in this first round of data collection. Being self-selected volunteers, those school districts are not necessarily representative and, therefore, no inferences can be drawn from this exploratory study to any statewide population of students brushed by the STC initiative.

We also must make it very clear that the timing of the research had a profound influence on the findings. Namely, this initial study examines the former students' post-exit results and opinions in the first full quarter following the end of the first program year in which systemic reforms were initiated under the state's STC implementation plan. Ideally, to benefit fully from the broad ranging systemic reform, students should have had at least three years in high school (and perhaps an even earlier start in middle school) to participate in some of the school-based, work-based and connecting activities promoted by the STC initiative. Insofar as the cohort examined in this study were high school seniors when the state first implemented the STC initiative, we cannot expect them to have participated extensively in the wide range of recommended activities. The findings, thus, should be tempered by the notion of "data ripeness." The full benefits to be anticipated from STC inspired systemic reforms had not had time enough to blossom, much less ripen in the timeframe of this particular research design.

As successive exit cohorts are studied, we fully expect individuals therein to have participated more widely and extensively in the various STC endorsed activities. Each successive cohort, therefore, should express greater awareness of, participation in, and praise for their school districts' STC initiative. And, if the recommended STC activities are as effective as they have been touted to be, each successive cohort studied should exhibit higher job placement rates at higher wages and/or a higher probability of pursuing additional education and training after leaving high school.

However, we also must caution the reader to form limited expectations regarding the results that reasonably could be achieved by students during the first year of STC implementation. Systemic reforms do not happen over night. The first year of STC statewide implementation can be characterized as "a whole lot of *commotion* going on." Most of the significant activity in the first year took place at the state and regional level. The state-level interagency management team had to make the transi-

tion from authoring the federal grant application to translating the rhetoric and fanfare of the proposal into a concrete plan of action. Regional partnerships (except for the handful which had received earlier grants directly from the federal STW Office) were just beginning to consolidate their efforts. Most likely, folks at the regional level spent most of the first year organizing themselves, hiring staff, reaching out to local education agency partners and employers, formulating their own operational plans, and devising a marketing and promotion strategy with very little time left actually to execute the things they had planned to do.

At the local level, administrators were busy sorting out what was expected of them in implementing systemic reforms, building support among staff and in the community for the forthcoming changes, making their own connections with local employers, and piecing together professional development activities to prepare their instructors and counselors to take the lead in new sets of STC inspired activities. Students, the very people studied by the SOICC in this research, logically were the last to be touched by actual systemic reforms. Thus, not only does this study examine the post-exit results and observations of the students who already were seniors when "all the commotion" started, there is little reason to expect that any substantive changes in the delivery of education, employment, and training programs ever reached their level in that short timeframe.

Any positive post-exit results documented in this first wave study, however, should, in all fairness, be attributed to specific programs, i.e., Career and Technology Education and Tech Prep, that preceded the STC initiative. STC reforms were not implemented *tabula rasa*, i.e., most of the recommend activities were anticipated by segmented reforms manifest in earlier iterations of the Perkins Act, Goals 2000 Educate America Act, special programs such as *High Schools that Work* (initiated by the Southern Regional Education Board) and other state and local initiatives.

Despite all the caveats and limitations expressed above, we did find that the students surveyed generally were receptive to, and even enthusiastic about, about the kinds of systemic reforms inspired by STC, but, for the most part, they were unaware of the specific school-based, work-based and connecting activities available in their respective school districts. Thus, our findings establish a baseline with ample opportunities for improvement and an indication that systemic reforms should be effective as they move from the drawing board throughout the system to the point where they actually touch the student body.

Table of Contents

Tables

Graphs

Texas School-to-Careers Evaluation Study:

The Impact of School-To-Careers Activities on High School Students' Post-Exit Experiences.

Introduction

As the Twentieth Century draws to a close, "Accountability for Results" is gaining momentum. Through the Sixties, Seventies, and most of the Eighties, various employment and training programs made perfunctory efforts — without much thought to cross-program coordination — using separate and often disparate approaches to gather performance data largely for the sake of compiling compliance reports. The data were seldom used in any systematic or conscientious fashion to guide strategic planning or day-to-day management of program operations. They were almost never used to inform individual customer choices. In most decision-making situations, a premium was still placed on input factors (e.g., enrollments, number of teachers, scope and sequence of instruction, equity of access, etc.), process measures as proxies for program quality (e.g., expenditure rates, student-teacher ratios, caseloads, class size, procurement procedure compliance), and outputs (e.g., completions, graduation rates, terminations, accumulations of clock hours and seat time).

In the early- to mid-Nineties, Congress (and a handful of states) recognized the chaos wrought by disparate performance measurement provisions in various pieces of federal legislation and the lack of coordination in the collection of relevant data across employment and training programs. The research arm of Congress, the Government Accounting Office, and the Inspectors General of the partner federal agencies (and state-level equivalents of those entities) had a hard time determining what was working and what was not — largely because what little data were available were dismissed (and rightfully so in most cases) as either invalid or unreliable. Moreover, the disparate performance accountability efforts by the various employment and training programs lacked common operational definitions for key outcome variables and did not rely on standard data collection methodologies. Consequently, the kinds of fair and meaningful comparisons necessary for rational program planning, evaluation, and continuous improvement seldom could be made.

Purpose of the Project

Although all service providers, both public and private, are considered to be under the School-To-Careers (STC) umbrella, data necessary to measure the impact of services delivered are only available for a few of the most obvious service providers: public secondary and postsecondary institutions, private-for-profit education and training providers; community-based organizations engaged in education and training, literacy and adult education consortia, certified apprenticeship programs for both youth and adults, employer-provided work-based learning experiences as well as school-sponsored activities outside the traditional classroom; charter schools; and home schools.

This project was designed as a first-step assessment of the impact of STC service delivery provided by public education programs, services, and activities prior to the first full year of STC operations in order to establish baseline data for determining the effectiveness of the initiative over time. Specifically, the project focused on the perceived impact of the STC initiative on the post-high school experiences of the 1996-97 senior cohort, i.e., those public school students who were classified as seniors as of October 1996. Two types of data have been used to construct a profile of the 1996-97 senior cohort: subjective information (indi-

vidual student responses to an open-ended questionnaire) and objective information (auditable and verifiable data available through public databases).

The project surveyed members of the 1996-97 senior cohort to establish parameters within which available data was used objectively for responding to general questions regarding the Class of '97. What were their feelings and beliefs regarding their public school experiences? And, if some measure of *feelings* can be determined, why do they *feel* that way? What subsequently happened to them? What are they doing now? The survey gathered information on the perceived existence and/or effectiveness of the programs, services, and activities delivered in the year prior to full implementation of the STC initiative in their districts to measure the impact this reform effort had on students selected. The *Automated Student and Adult Learner Follow-Up System* (ASALFS), operated by the Texas State Occupational Information Coordinating Committee (TxSOICC), provides a modicum of data to assist in determining some measure of what may have happened to the Class of '97 and where they may be now.

Student Survey Methodology

To facilitate the development of an effective conduit to the senior students who were members of the 1996-97 Senior Cohort, the TxSOICC contracted with the Survey Research Center (SRC) of the University of North Texas (UNT) to prepare and package materials appropriate to administer a questionnaire to identified students. The SRC was asked to perform the following tasks:

1. Mail survey package (questionnaire and cover letter) to the sample of identified students, with instructions requesting the survey package be forwarded to the respondent if he or she no longer lives at the address provided;

2. Track return mail to determine response rate;

3. Conduct a second mailing approximately three weeks after the initial mailing for those in the sample that did not respond to the first mailing;

4. Conduct a third mailing approximately three weeks after the second mailing for those in the sample not responding to previous mailings;

5. Edit all responses to ensure maximum usability and then enter the data into an electronic file for analysis;

6. Document in narrative form the statistical and procedural methodology for conducting the survey to facilitate future replications or iterations of the study; and

7. Describe findings and make recommendations for using the results for continuous improvement of eligible programs, services, and activities and for improving and expanding the scope of future studies.

Before the SRC could begin its project, the TxSOICC had to devise and recommend a cost-effective procedure for locating students two years after they had been identified as members of the targeted senior cohort and then ascertain whether or not the procedure, when implemented, would produce sufficient numbers of respondents to ensure statistically

meaningful inferences from the students responding regarding their perceptions of their high school experiences. The first step was to acquire the most current mailing address of each individual comprising the 1996-97 public education senior cohort. Because the school districts were the only reasonable, central source of such information, they had to be contacted. But, there are more than 1,000 school districts in Texas. To assist in accomplishing the task of selecting schools, the 27 Regional Directors of the State's STC Partnerships were asked by the State STC Office at the Texas Workforce Commission (TWC) to nominate six school districts in their partnership area that had demonstrated measurable support of eligible STC programs, services, and activities. A total of 183 districts were nominated by the State's 27 Partnerships.

After receiving the nominations, the TxSOICC sent a letter to the superintendent of each nominated school district requesting voluntary participation in the project. Of the nominees included in the mailing, approximately 30% indicated their willingness to participate in the project by identifying a district contact person. The contact person in each of these volunteering districts was then asked to provide the TxSOICC with the name, most current mailing address, and social security number of each individual in their 1996-97 senior cohort.

Simultaneous with the mailing to the district contact persons, two critical tasks were addressed by project staff. First, a stratification matrix was developed to categorize school districts by size: large school districts = >10,000 students; medium-sized school districts = 1,600 to 10,000 students; and small school districts = <1,600 students; and by type of school district using U.S. Census Bureau population designations: urban = >500,000; metropolitan = ≥75,000 or within an MSA; and rural = <75,000. Such stratification would facilitate analysis of the information collected to assess the impact of STC programs, services, and activities on the post high school experiences of respondents.

The project staff then drafted a preliminary questionnaire to elicit appropriate responses from members of the 1996-97 senior cohort regarding their perceptions of their high school experiences. The questionnaire was reviewed by representatives of state level stakeholders: the Governor's Office of Planning and Budgeting, the STC Office at TWC, the Texas Education Agency (TEA), the Texas Council on Workforce and Economic Competitiveness (TCWEC), the members of the Capital Area Training Foundation (CATF), and staff of the SRC. After changes were made on the basis of comments from the representatives of these stakeholder groups, a revised survey instrument was reviewed by approximately 30 students (a senior English class at Pflugerville High School and selected freshman students at the University of North Texas). Following revision for integration of appropriate student comments and recommendations, the final survey instrument (see Appendix A) was transmitted to the SRC for mass printing and mailing.

Data Collection

Approximately 72% of the districts nominated did not respond or declined to participate in the project. Of those districts not submitting data, the reasons for non-participation were many and varied. For example, one district

Results of ISD Queries

No Response	106
Declined to Participate	18
Withdrew, No Capacity to Perform	9
Pending	10
Submitted Requested Infomration	31
Total ISDs Current Project	174
Received too late to participate this year	9
To be used in the 1997-98 Senior Cohort Study	183
STC Partnerships represented in Study:	**19 of 27**

was very willing to participate but did not yet have a senior class. Other districts declined to participate because they either did not have the capacity to compile the data, or the district data person died and no replacement could be found, or the district could not get the data from their Education Service Center without incurring substantial cost and inconvenience, or the data sets for that time period had been destroyed, misplaced, or lost, or the time-lapse between initial agreement to participate and date for submitting the requested information raised unfounded fears that providing a student's address would violate the confidentiality of student records.

Of the districts volunteered by their superintendents to participate in the study, 51 identified a contact person. Of these, slightly more than 60% (31) submitted or coordinated the submission of the requested student information. The TxSOICC received more than 38,600 student records from the 31 districts volunteering. Project staff, with consensus from the other state-level stakeholders, determined that 20,000 records would be used as the student population for the survey. All usable records submitted by the small and mid-sized districts were used to build the survey population. An initial sample was drawn from records submitted by the largest districts (Austin, Dallas, El Paso, Fort Worth, Houston, and Lubbock) to add 1,358 student records each to the sample population per large district. SRC mailed the questionnaire to 20,000 randomly selected students between March 8 and March 11, 1999. Since potential respondents might have moved from the location supplied, the mailing envelope had a printed forwarding request. From this mailing, 351 pieces of mail pieces were returned with the note "forwarding address expired" and included the new address. Addresses were then updated in the data file and printed out for the second mailing. An additional 2,829 pieces of mail were returned as undeliverable. These records were replaced with 3,748 unused records randomly drawn from the large school districts in the data file. Incoming surveys were tracked and those responding were removed from the list used for each successive mailing. The second mailing with necessary replacements was sent on April 8. The third and final mailing occurred on April 26. Data collection was stopped on May 18, 1999. As of the cut-off date, a total of 23,748 surveys had been mailed, and 4,894 were returned as undeliverable. Thus, the respondent population for the student survey is 18,854.

District level fears that transmission of former students' addresses to the TxSOICC were unfounded and ill-informed. The Family Education and Right to Privacy Act (FERPA) expressly exempts the sharing of *directory-type* student information from the general protections of individual data privacy and confidentiality. Indeed, FERPA specifically lists student addresses as an example of directory information that can be shared. Nonetheless, out of respect for the psychic/psychological comfort level of reluctant school administrators, the TxSOICC honored the request of heretofore volunteer districts to withdraw from the pilot project. The TxSOICC strongly recommends that, before attempting subsequent phases of the research, the STC Office in cooperation with TEA, the ESC's, and the TxSOICC should reach out to district level administrators and their legal counsels to set the record straight regarding data privacy and confidentiality rules and exemptions thereto contained in FERPA.

Response Rate

A total of 2,505 questionnaires were returned for an overall response rate of 13.3 percent. The overall sample size yields a margin of error of ± 1.8 percent at the 95 percent confidence level for the sample as a whole. Because the response rate varied by school district, the margin of error will be greater by school district. The questionnaires received yielded a

sample that proportionately resembles the submitted information, i.e., the distribution of the respondents is surprisingly representative of the state geographically. However, because only 19 of the 27 Partnerships are represented in the survey, it was necessary to exercise a great deal of license in order to assign participating districts to a geographical area.

Table 1 displays the response rates by district. The authors sincerely hope that the partnerships not represented this year (Alamo, Brazos Valley, Coastal Bend, Deep East Texas, Middle Rio Grande, North Texas, Permian Basin, and Upper East Texas) will make the effort

Table 1

STC Survey Response Rates

School District	Records Received	Percent Usable	Surveys Mailed	Percent Deliverable	Surveys Received	Percent Received
Amarillo	635	95.91	609	80.95	93	18.86
Austin	2760	86.70	2033	80.52	273	16.68
Brady	64	100.00	64	84.38	7	12.96
Brownwood	182	66.48	121	81.82	16	16.16
Clint	219	89.95	197	75.13	17	11.49
Dallas	5743	86.40	2032	79.92	144	8.87
Del Valle	152	98.03	149	84.56	26	20.63
Denison	241	97.51	235	78.30	23	12.50
Donna	404	91.83	371	47.44	22	12.50
El Paso	2745	98.47	2033	80.67	223	13.60
Fort Worth	2725	93.61	2033	83.72	190	11.16
Fruitvale	16	100.00	16	75.00	1	8.33
Houston	9380	77.88	2028	80.13	157	9.66
Irving	1189	83.10	988	79.45	110	14.01
Kilgore	165	99.39	164	71.34	9	7.69
Killeen	1368	82.16	1124	69.84	123	15.67
Laredo	1301	95.70	1245	87.63	122	11.18
Lewisville	1430	58.25	833	78.99	122	18.54
Lindsay	26	100.00	26	76.92	4	20.00
Lubbock	1816	95.87	1738	73.94	120	9.34
Memphis	48	100.00	48	81.25	5	12.82
Mineral Wells	184	93.48	172	79.65	26	18.98
Nederland	342	97.95	335	88.06	34	11.53
Round Rock	1457	92.79	1352	76.63	175	16.89
San Angelo	1040	98.08	1020	74.71	128	16.80
Schleicher	46	100.00	46	95.65	6	13.64
Socorro	997	93.78	935	88.13	110	13.35
Spring	861	88.50	762	79.27	87	14.40
Texas City	246	100.00	246	84.15	28	13.53
Victoria	742	95.96	712	81.04	91	15.77
Whitney	83	97.59	81	83.95	13	19.12
Total (31)	**38,607**	**86.79**	**23,748**	**79.39**	**2,505**	**13.29**

to facilitate the submission of information by volunteer districts from their service areas so that all partnerships will be represented in the study and that statewide coverage will be more nearly complete in subsequent administrations of the survey. The STC management team and other stakeholders can make meaningful and valid statewide inferences about the impact of systemic reform if, and only if, all partnerships participate fully in future iterations of STC evaluation studies. **Table 2** presents student response rates displayed by size of district. **Table 3** provides student response rates displayed by type of district. **Table 4** presents response rates displayed by geographic area.

Table 2

Response Rate by District Size

Size: District Enrollment	Population		Sample	
	Count	Percent	Count	Percent
Large: >10,000	21,477	90.4	2,268	90.6
Mid-size: 1,600 to 10,000	1,990	8.4	201	8.0
Small <1,600	281	1.2	360	1.4
Total	18,854	100.0	**2,505**	100.0

Table 3

Response Rate by District Type

Type of District	Students Surveyed		Number of Respondents	
	Count	Percent	Count	Percent
Urban: >500,000	13,190	55.5	1337	53.4
Metropolitan: >75,000*	9,984	42.1	1,090	43.5
Rural: ≤75,000	574	2.4	78	3.1
Total	23,748	100.0	**2,505**	100.0

*or within an MSA

Table 4

Response Rate by Geographic Area

Geographic Region	Population		Sample		Percent Return
	Count	Percent	Count	Percent	
The Valley	1,616	6.8	144	5.8	8.9
The Gulf Coast	4,083	17.2	397	15.8	9.7
Central Texas	5,909	24.9	754	30.1	12.8
North Texas	6,580	27.7	642	25.6	9.8
The Panhandle	2,395	10.1	218	8.7	9.1
Far West Texas	3,165	13.3	350	14.0	11.1
Total	23,748	100.0	2,505	2,505	100.0

The remainder of the report includes: Findings, Conclusions, Recommendations, Appendices, and other supporting materials.

The *Findings* are presented in two parts:

- Part 1 presents tabulations of student responses to each question on the survey instrument and provides results by selected variables. Each question on the survey instrument was cross-tabulated with school district variables of size, type, and geographic region. In those instances where differences between tested groups are statistically significant, findings are presented in graphic form. Nine school districts volunteering had fewer than 20 responses (Brady, Brownwood, Clint, Fruitvale, Kilgore, Lindsay, Memphis, Schleicher, and Whitney). These districts were not included in the cross-tabulations, but were included in the statistic reflecting the "Total" response to each question and in the graphics. The open-ended comments by respondents ranged from very positive to very negative. For the most part, however, former students' comments tended to be extremely positive. Representative comments, transcribed with minimal editing for authenticity, are presented as a part of the information and responses relating to each question.

- Part 2 provides information relating to respondents' follow-up status by size, type, and geographic region as well as other selected variables. The Texas TXSOICC was provided useable seed records for 195,062 academic year 1996-1997 public education students. This cohort reflects both high school graduates and seniors exiting prior to completion of graduation requirements. Of these, 180 persons were identified as incarcerated through linkage with Texas Department of Criminal Justice (TDCJ) files and dropped from further analysis. Seed records were linked with the THECB master enrollment files (Fall Semester, 1997) to determine subsequent public university, health science center, community college, or technical college enrollment. These records were then linked with TWC Unemployment Insurance (UI) wage records (4th quarter, 1997), Postal Service, Department of Defense (DoD), and Office of Personnel Management (federal civil service) employment records.

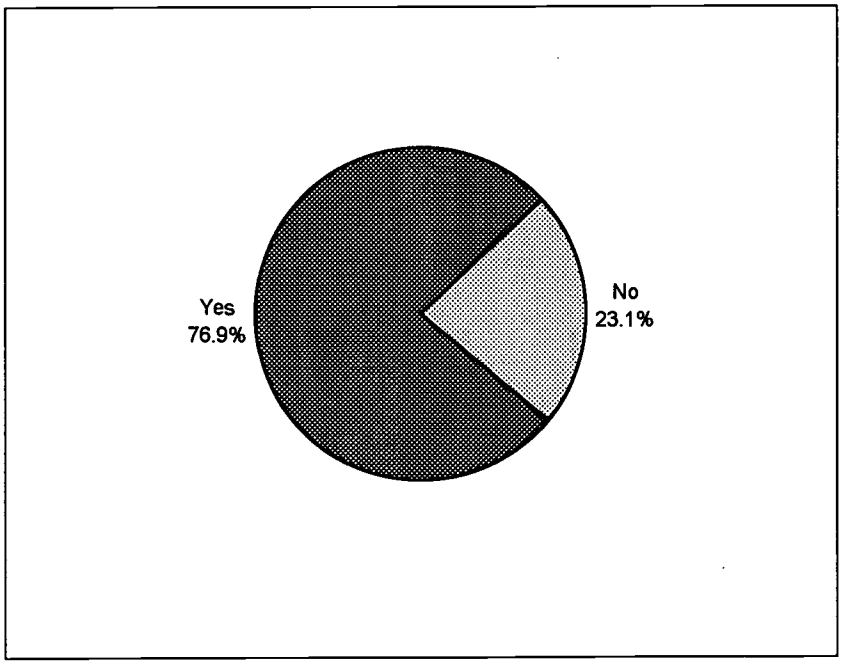
The Conclusions and Recommendations reflect directions for future study and analysis.

The Appendices provide backup and explanatory information to support the findings.

Figure 1

District Offered or Participated in Career Days and/or Fairs

(N=2,473)



- Respondents were asked if their school sponsored or participated in one or more career days or career fairs (see Figure 1). Seventy-seven percent of the respondents reported that their school had participated.

- Respondents from mid-size school districts had a greater likelihood of reporting that their schools participated in career days or career fairs. More than 88% of the respondents from mid-size schools, 76% of the respondents from large schools, and slightly less than 70% of the respondents from small schools reported that their schools participated in career days or career fairs.

- More than 83% of the respondents from rural schools and 81% of the respondents from urban schools reported that their schools participated in career days or career fairs. These findings compare to just over 71% for the metropolitan schools.

- Respondents from Far West Texas were most likely to report that their school participated in career days or career fairs (86.2%), and respondents from the Gulf Coast were least likely (72.3%) to report their school's participation.

Representative comments regarding Career Days:

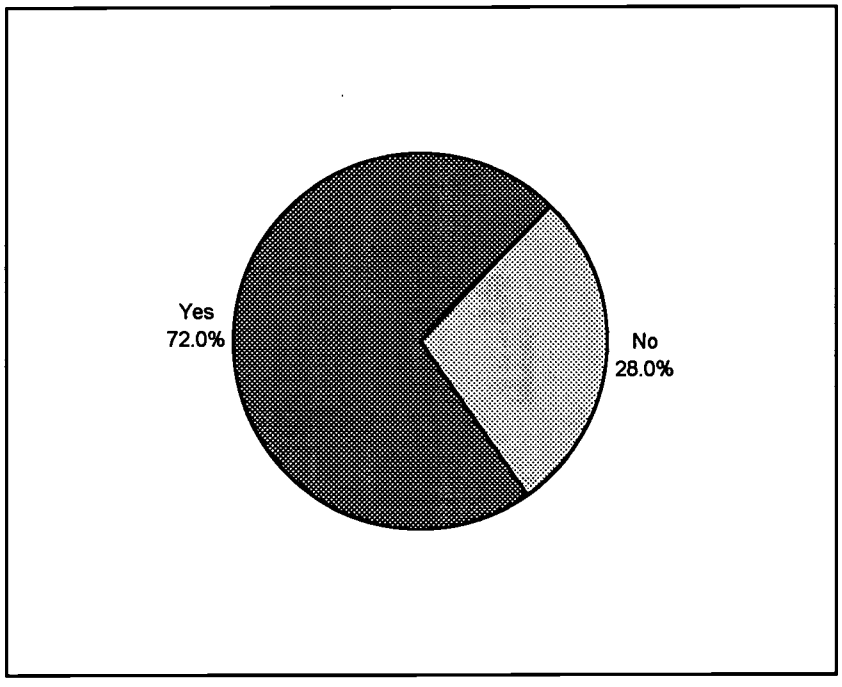
- *On the days specified for "Career Day" many company – employees came to talk to us. This had given me a more knowledgeable insight the different jobs in the "real world'.*

- *Career day enabled me to go into a certain program in college. The four years that I spent in High school helped me place right into college courses instead of remedial courses.*
- *Would be very beneficial if the school would have a career fair with ALL professions there.*
- *Career Days and business people coming to school just meant a free day.*
- *Career Days because they were really interested in seeing you succeed in this world unlike some of the teachers who just wanted to see graduate.*

Figure 2

Respondent Participated in Available Career Days and/or Fairs

(N=1,888)



- Seventy-two percent of the respondents who said that their schools had sponsored or participated in one or more career days or career fairs reported they had participated in such activities (see Figure 2).
- Respondents from small school districts had a greater likelihood of reporting that they had participated in career days or career fairs. Eighty-seven percent of the respondents from small schools, almost 86% of the respondents from mid-size schools, and more than 70% of the respondents from large schools reported that they had participated in career days or career fairs.
- Eighty-seven percent of the respondents from rural schools and 77% of the respondents from large schools reported that they participated in career days or career fairs. These findings compare to slightly less than 64% for the metropolitan schools.

- Respondents from Far West Texas were most likely to report that they participated in their schools' career days or career fairs (83.0%), and respondents from Central Texas were least likely (65.9%) to report that they participated in their schools' career days or career fairs.

Representative comments regarding participation in Career Days:

- *For Career Day I visited a dentist's office (since I planned on being Pre-dental) and that helped me to realize that I didn't want to be a dentist, but something else. If I hadn't gone, I might be struggling thru a pre-dental program right now and hating it.*

- *Our career fairs were informative. Also, camp enterprise helped to show what business was like. Unfortunately, there were too many students per counselor so unless we were in trouble we didn't see them.*

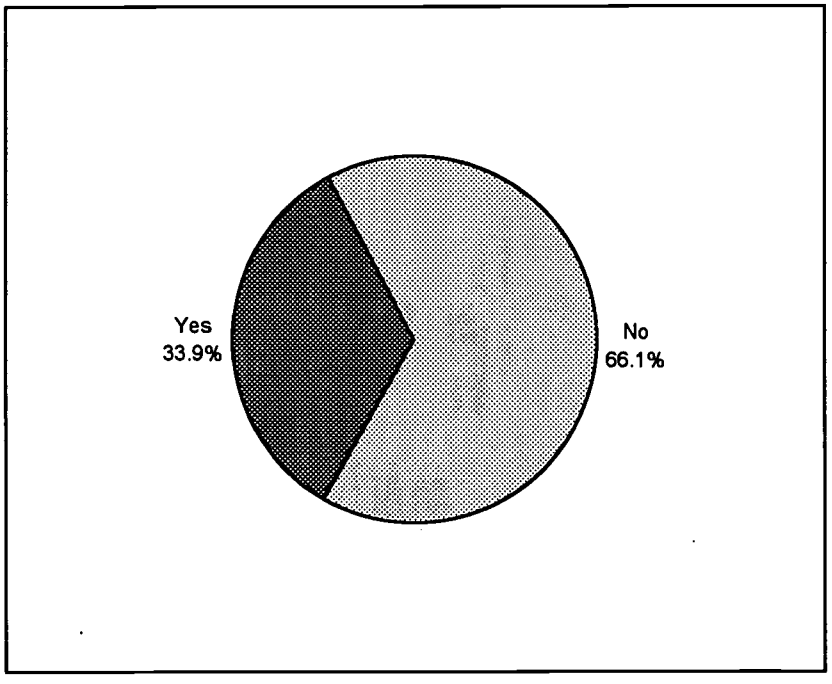
- *They had a positive impact but I had to seek them out. They weren't offered to me.*

- *The career Days gave me a sense of what kind of jobs are there and what skills these jobs seek.*

Figure 3

Teachers Arranged Field Trips for Respondents to Observe Operations and Practices of Local Business

(N=2,505)



- Respondents were asked whether any of their teachers arranged field trips to observe the operations and practices of local businesses and industries. Slightly less than 34% of the respondents indicated that their teachers arranged field trips (see Figure 3).

- Respondents from urban school districts (36.3%) were more likely to report that their teachers arranged field trips than respondents from metropolitan (31.3%) or rural (29.5%) school districts.

- Respondents from the Valley were most likely to report that their teachers arranged field trips (43.7%), and respondents from the Central Texas were least likely (29.2%) to report that their teachers arranged field trips.

Representative comments regarding field trips:

- *Every outside preparation we did in H.S. was for college – which helped a lot. It was based on the idea that they would prepare us for college, re college would prepare us for jobs. We had a lot of college fair, visitors & field trips.*

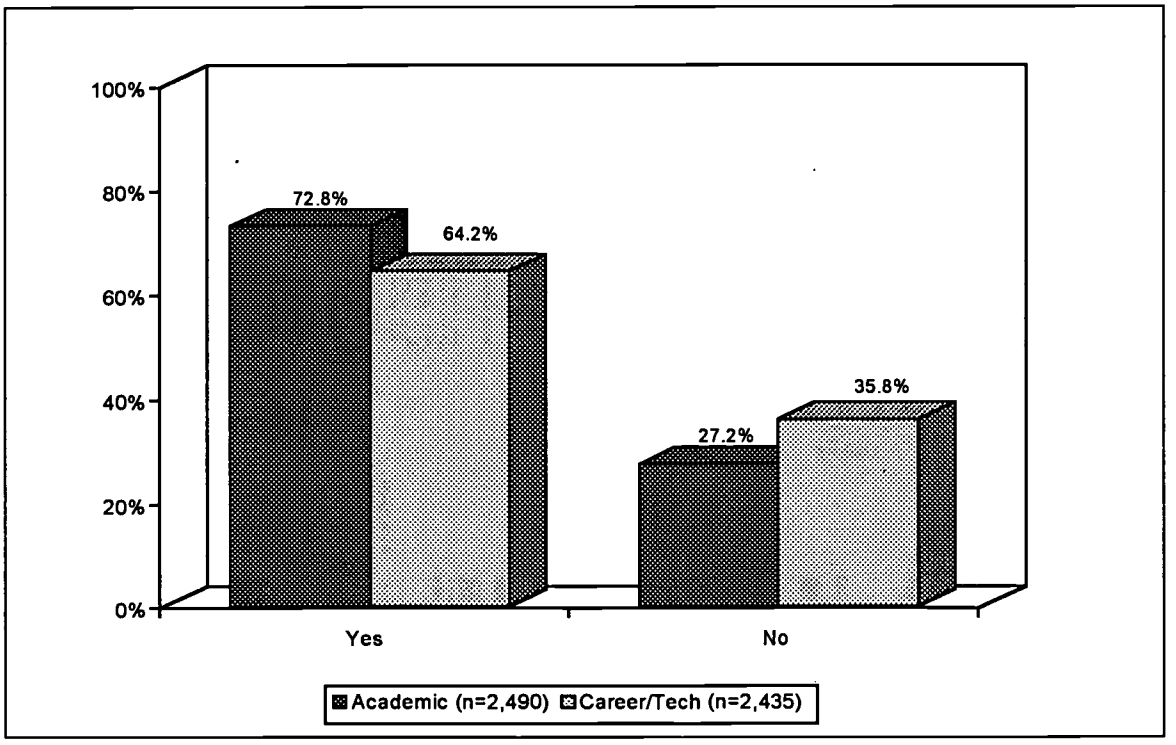
- *We took a field trip to a lecture in Irving and another to Beavers Bend. Beavers Bend was cool, but the lecture made me want to take more college classes in that field.*

- *I was in a Health Careers class that allowed me to go to the hospital and observe. I decided that wasn't for me & I didn't waste time with it in college.*

- *During high school, my biology classes took us on a couple of field trips that have inspired my career choice.*

Figure 4

Academic Teachers/Career and Technology Education Teachers Emphasized Math, Science, and Communication Skills Related to the World of Work



- Respondents were next asked if their teachers emphasized math, science, and communication concepts and skills in relation to the world of work (see Figure 4). Slightly less than 73% of the respondents reported that their academic teachers emphasized math, science, and communication concepts in relation to the world of work. This compares to slightly more than 64% of the respondents who indicated that their career and technology teachers emphasized these skills.

- While there were no significant differences between school size and school type on either of these questions, there were differences by school district. Respondents from the Valley were most likely to report that their academic teachers emphasized these skills (84.6%), and respondents from the Gulf Coast were least likely (68.3%) to report that their academic teachers emphasized these skills.

- As far as career and technology (CATE) teachers were concerned, respondents from the Valley were most likely to report that their CATE teachers emphasized these skills (73.2%), and respondents from the Gulf Coast were least likely (59.1%) to report that their CATE teachers emphasized these skills.

Representative comments regarding integration by academic teachers:

- *When comparing myself to my sister who graduated from another high school, I see they prepared me much more for my post-high school experience (academically and in practical relations.*

- *The fact that some teachers emphasized the importance of subjects like math and English is now helping me in college.*

- *My teachers often mentioned different careers, especially my physics teacher.*

- *Math and Science courses helped prepare me for college, but nothing applied to my future occupation.*

- *My calculus teacher offered me a chance to enroll in the Tech Prep Summer Course that about many science careers.*

Representative comments regarding integration by CATE teachers:

- *The Computer Courses were a Huge Help (not keyboarding) and the Math, English, and history courses always contribute in the long run.*

- *They gave me an idea of the mathematical knowledge I need to succeed in the career I've chosen.*

- *Just the fact of how important Math & Science is in many workfields made me strive harder in those subjects – even now at the University level.*

- *Employer taught me leadership/people skills, calculus teacher influenced study habits.*

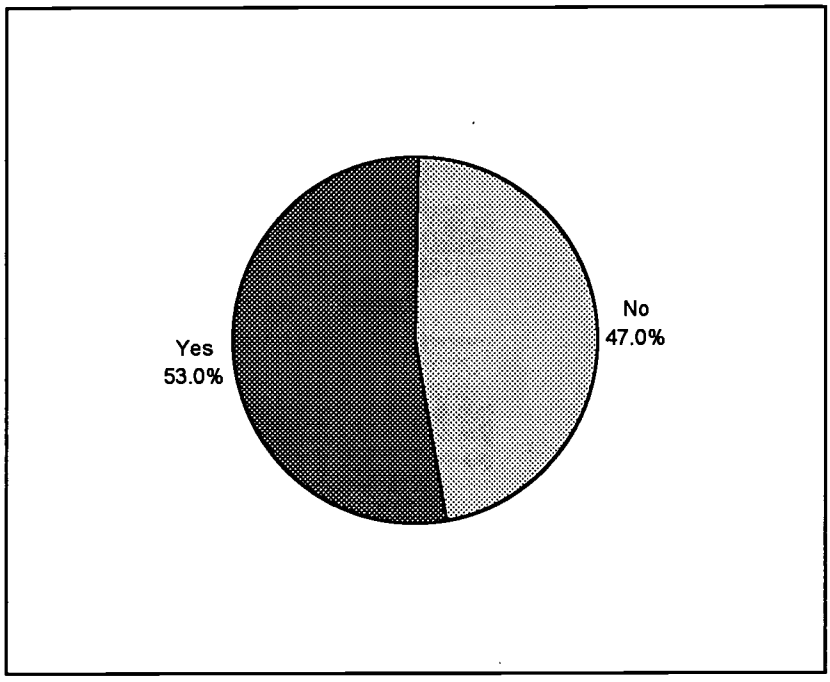
- *In high school my teachers stressed interview skills, and explained how important college is to succeed in life now.*

- *I had a computer teacher who expresses the idea that having the right attitude can get you wherever you want in life. To this day I incorporate that idea in everyday life.*

Figure 5

Counselors or Teachers Talked to Respondents about Interests, Abilities and Possible Career Choices

(N=2,502)



- Respondents were asked if a counselor or teacher had talked with them about the relationship between their interests and abilities and their possible career choices. As shown in Figure 5, 53% of the respondents reported that a teacher or counselor had talked to them about this relationship. There were no significant differences between school sizes and school types.

- Approximately 59% of respondents from Far West Texas reported that a teacher or counselor had talked with them. Respondents on the Gulf Coast reported the lowest incidence that a counselor or teacher had talked to them (48.9%).

Representative comments regarding discussion of career choices:

- *The teachers and counselor that took interest in helping me find what type of job suit interests and abilities were really helpful in my decision to become a computer science major today.*

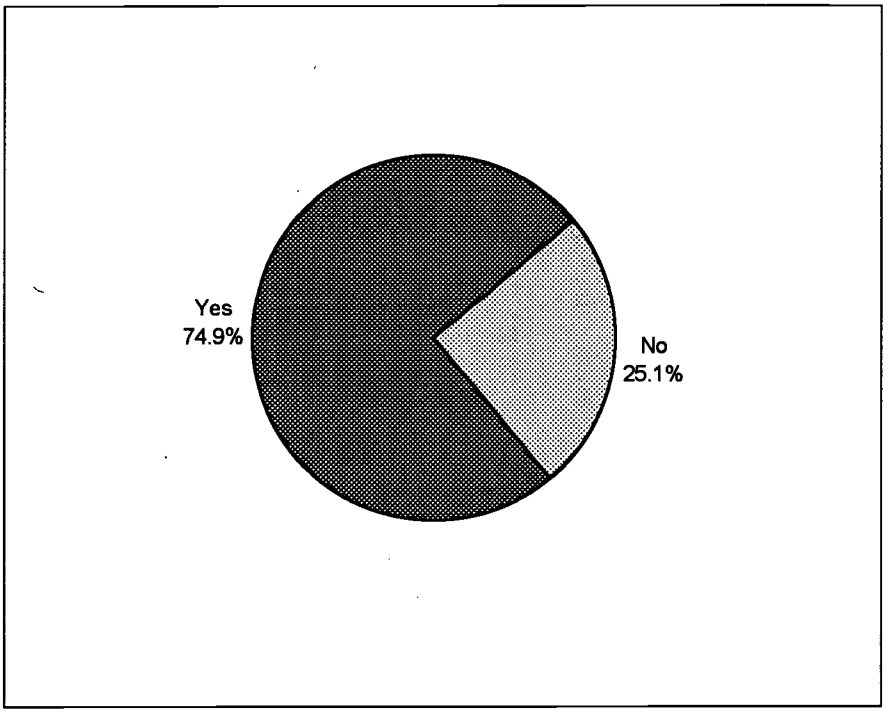
- *All my teachers did an excellent job providing me with the information and know-how to go into the career of my choice.*
- *They told me what the work-related worked was about and where they ever true.*

- *I wish someone would have provided more info. To me about my career choice,*
- *Counselors never took time to give me "good" information on jobs.*

Figure 6

Respondents Were Told About Educational Options and Employment Outlook in Their Possible Career Choices

(N=1,314)



- Among those respondents who answered that a counselor or teacher had talked to them, almost 75% reported that they were told about educational options and the employment outlook (future job openings) in their field of interest or possible career choices (see Figure 6), or slightly more than 39% of those responding.

Representative comments regarding discussion of career choices:

- *Little or no career/academic counseling was provided at my high school. Many classes I wanted were listed as offered at my Fort Worth high schools, but hardly any were offered at my school. But that was not ever made clear to me until my senior year, when I figured it out with my parents. No counselor was ever much help.*

- *Now that I think about it, if they would have discussed some of these things – I might not be so confused now.*

- *It helped in making a decision on becoming a nurse.*

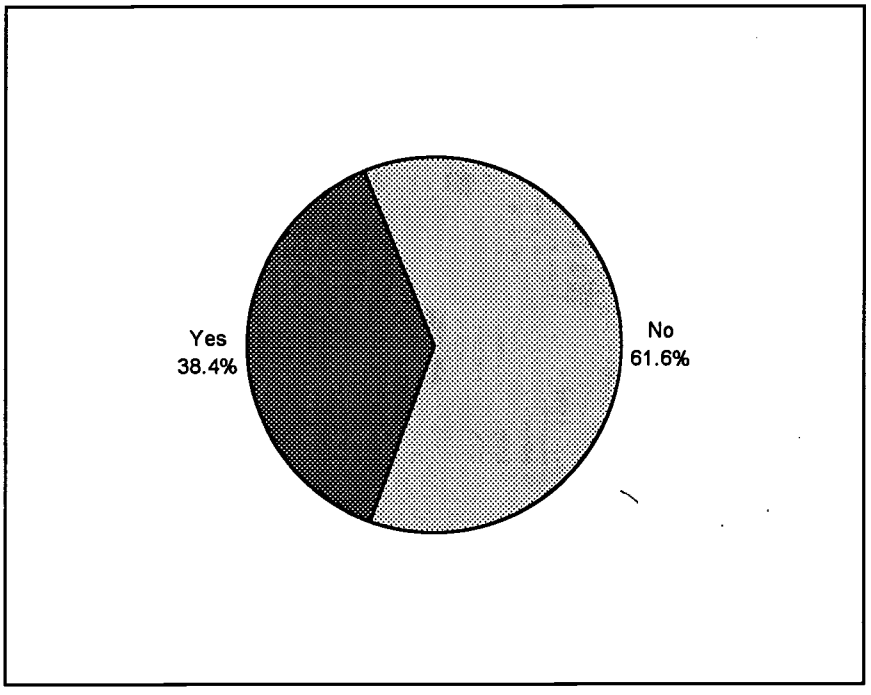
- Talking to a teacher about my interests helped me make a choice concerning my Career Major.

- I am now majoring in English, studying to be an editor. My advanced placement English teachers really encouraged and helped me in this endeavor.

Figure 7

Teachers or Counselors Help Identify and Schedule Courses Related to Field of Interest or Possible Career Choices

(N=2,505)



- Respondents were asked, "as you developed your four-year graduation plan, did a teacher or counselor help you identify and schedule courses related to your field of interest or possible career choices?" As shown in Figure 7, more than 38% of the respondents reported that a teacher or counselor helped identify and/or schedule classes. There were no significant differences between school sizes and school.

- Respondents from the Panhandle (43.6%) were most likely to report that a teacher or counselor had helped them identify courses related to their field of interest or possible career choices. Respondents from North Texas were least likely to report that a teacher or counselor had helped them in this way (35.8%).

Representative comments regarding identification of courses and career choices:

- *My Counselor was very helpful in preparing me for college & helping me select courses in high school that would help me in my career goal.*

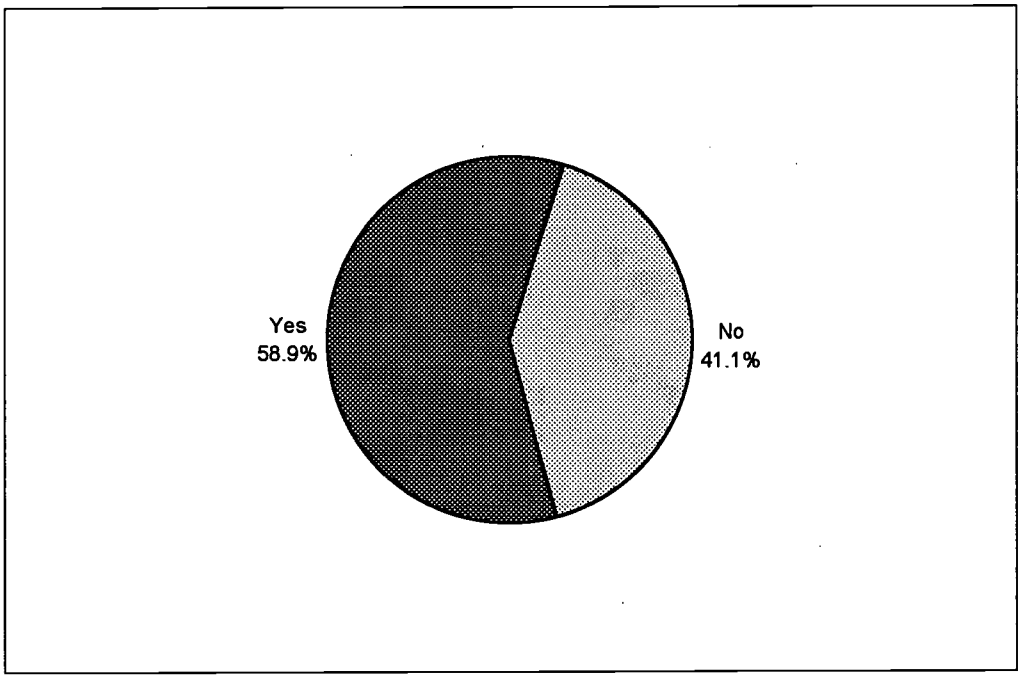
- *As a whole the teachers, counselors or mentor are there to give you positive advice and that was what was done.*

- *Talking one on one with my counselor about which classes would benefit me in college.*
- *Because I had no guidance I still do not know what I want to do with my life. I'm not going to school, not working, just wondering aimlessly.*
- *They never took time to find my interests so I have no idea what to do w/ my life.*

Figure 8

Respondent Took Two or More Courses in High School That Were Related To Career Interests

(N=2,496)



- Respondents were asked if they had taken two or more courses in high school that were related to their career interests. As shown in Figure 8, slightly less than 59% of the respondents reported that they took two or more courses related to their career interests.

Representative comments regarding enrollment in two or more related courses:

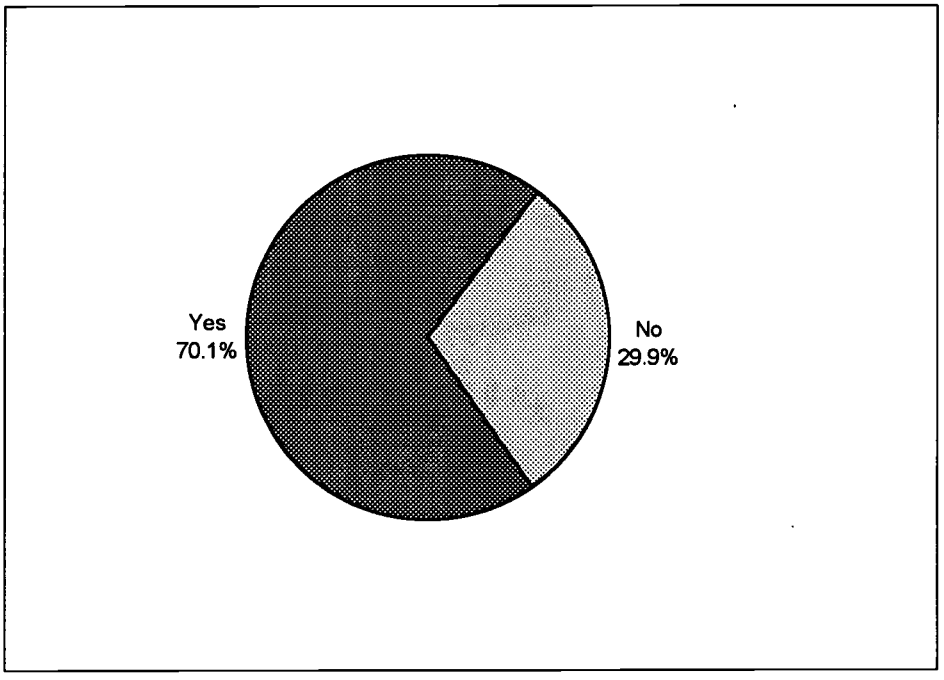
- *I took accounting courses during high school and that is what my major is now.*
- *I took business related courses that stimulated my interest to go study business administration in college.*
- *I was in a marketing co/op program that I feel I really benefited from.*
- *Having the courses that related to my interest available at high school peeked my original interest*

- *The courses I took in HS have increased my interest in pursuing a career in a related field. I am now in the U. S. Navy earning money for college through the Navy College Fund.*

Figure 9

Courses Which Provided a Broad Overview of the Industry in Which Respondents Were Preparing to Enter

(N = 1,448)



- Of those students that did take courses related to their career interests, more than 70% reported that the courses gave them broad overviews of the industries in which they wanted to be employed (see Figure 9).

- More than 81% of the respondents from the Panhandle reported that courses gave them broad overviews of the industries in which they wanted to be employed. Just over 64% of the respondents from Central Texas reported that courses gave them broad overviews.

Representative comments regarding broad overview of industry:

- *Of course they all gave me somewhat of a broad overview of what to expect.*

- *Although we (as a class) did not get a full view of how the workforce would be like they did allow us a good overview.*

- *The whole workforce atmosphere was explained to us in our Ag classes. The Ag classes taught me more about working and dealing with other people more that any of my other classes did.*

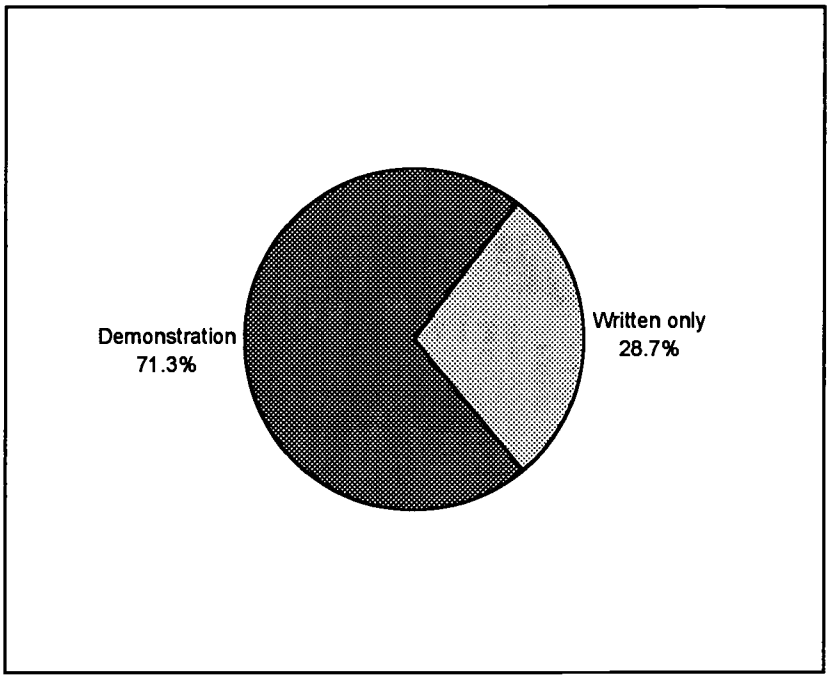
- *I enrolled in a co-op work program class for 3 years, and it really taught me a lot about job related skills. It made a difference!*

- *I got to explore all health care related jobs.*

Figure 10

Respondents Graded On the Basis Of Demonstrating What They Knew and/or By In-Class Written Tests Only

(N=2,454)



- Respondents were asked, "In any of your high school courses, were you graded on the basis of demonstrating what you knew and could do (project reports, written journals, employer performance evaluation, etc.) as well as in-class written tests or were you graded by written tests only?" As shown in Figure 10, more than 71% of the respondents reported that they were graded on both demonstration and written tests, while less than 29% of the respondents reported that they were graded on written tests only.

- Respondents who attended large school districts were more likely to report that they were graded on demonstration and tests (71.9%) than respondents who had attended midsize (66.8%) or small (55.9%) school districts.

<u>Representative comments regarding performance and/or written tests:</u>

- *They gave me the opportunity to actually perform the job duties I'm going to college for.*

- *My teachers prepared me well for demonstration in the real world.*

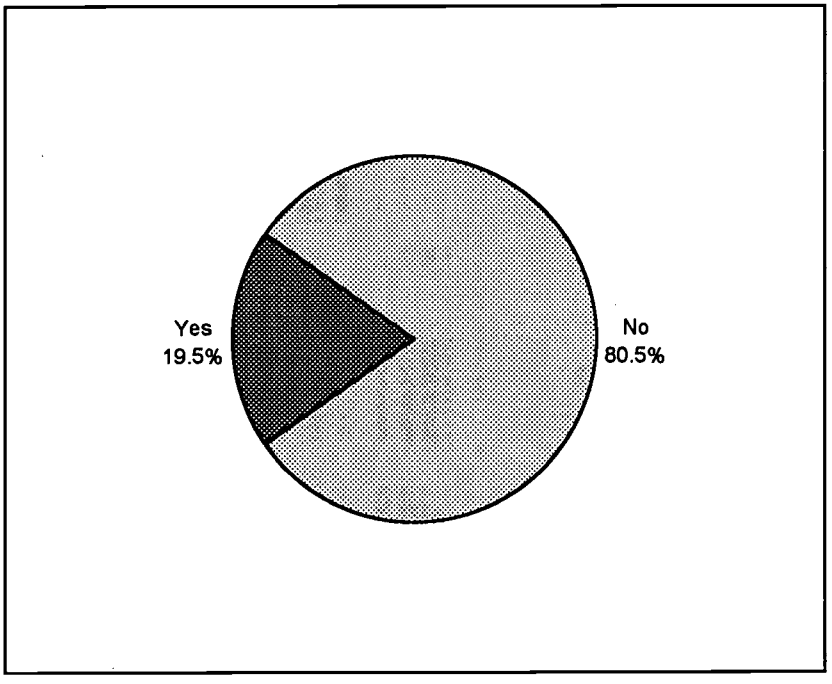
- *Demonstration of skills/ability (#8) raised my expectations of myself & of my educational experience. I.e., it has determined what I can expect from college courses and what they expect from me.*

- *Should have had more hands on demonstration testing! I learned the stuff but not to full capacity like I should of.*

Figure 11

School Based Mentors Other Than Teachers, Counselors, and/or Parents Assisted Respondents with Homework

(N=2,501)



- Respondents were asked if a school-based mentor, other than a teacher, counselor, or parents, assisted them with their homework. As shown in Figure 11, less than 20% of the respondents reported that they had received assistance with their homework.

- Slightly less than 27% of the respondents from Far West Texas reporting that school-based mentors did help students with homework. The smallest percentage of respondents that reported getting help from school-based mentors attended schools in Central Texas (15.4%).

Representative comments regarding school-based mentor:

- *Mentor Program: worked with a Vet. & identified areas where Aux. Skills were needed, i.e., business and Accounting.*

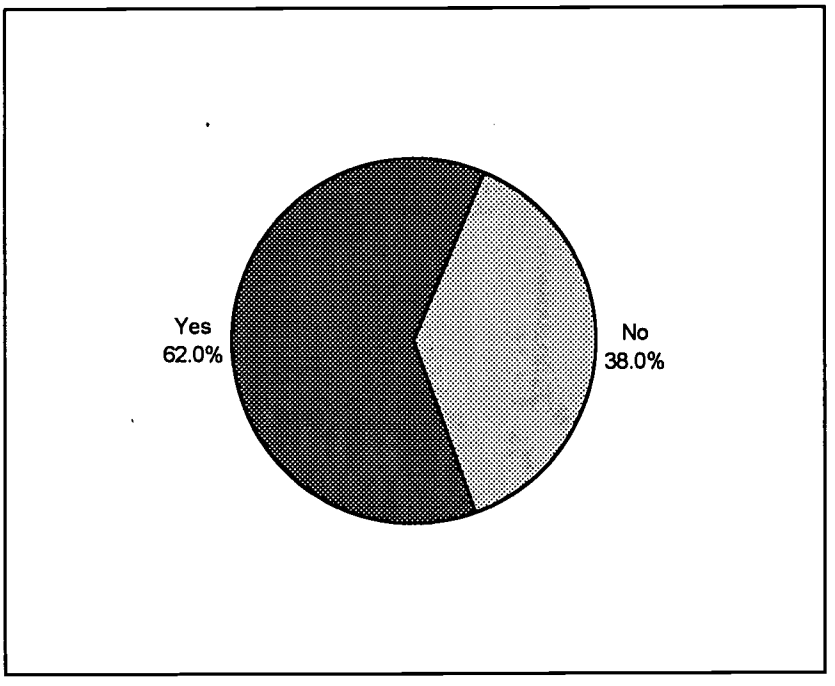
- *I was able to go to another school and tutor younger children.*

- *My mentor & counselors gave me a lot of input on my career choices.*
- *I did an internship (see 12 & 14) with a professor whose student I am now*
- *Throughout High School, I had 2 teachers that pushed me that extra mile and mentors helped me to understand that without an education the world would not be such a wonderful place. They showed me that I could do anything I wanted and be anyone I wanted to be.*

Figure 12

Teachers and/or Employers Talked about Attitudes and Habits That Would Help Succeed In the Workplace

(N=2,503)



- Respondents were asked, "In any of the courses selected in your four-year graduation plan, did your teachers or employers talk to you about the kinds of attitudes and habits that would help you succeed in the workplace?" Sixty-two percent of the respondents reported that their teachers had discussed those attitudes and habits (see Figure 12).
- More than 63%of the respondents from large school districts reported that their teachers or employers had talked to them about the kinds of attitudes and habits that would help them succeed in the workplace, while slightly more than 54% of the respondents from midsize schools and less than 42% of the respondents from small schools reported that their teachers or employers had talked to them about the kinds of attitudes and habits that would help them succeed.
- More than 64% of respondents from urban schools and more than 60% of the respondents from metropolitan schools reported that their teachers or employers had talked

to them about the kinds of attitudes and habits that would help them succeed. These findings compare to more than 46% of respondents from rural schools.

- Respondents from Far West Texas (74.0%) were most likely to report that their teachers or employers had talked to them about the kinds of attitudes and habits that would help them succeed. Respondents from the Gulf Coast were least likely to report this type of discussion (56.2%).

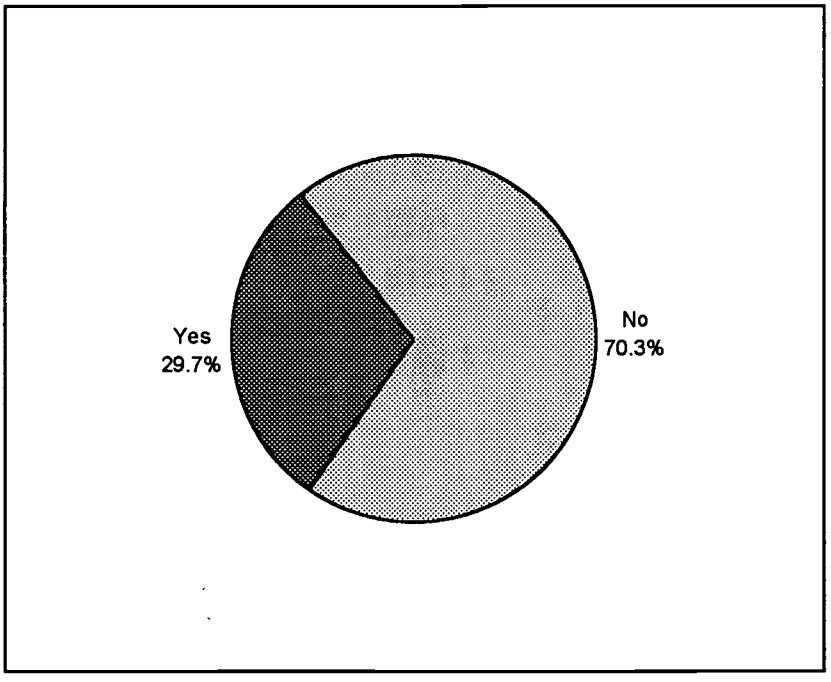
Representative comments regarding workplace attitudes and habits:

- *My counselor talked to me about workplaces and my courses at school, also attitudes and habits.*
- *Knowledge of assertiveness, initiative and work place relationships in a positive manner*
- *My counselor really helped me get into college, choose a major and career plan and stressed the importance of good study habits.*
- *Showed me the proper professionalism I should use in today's workforce.*
- *NO, the school just did not care about my future or my classmates.*

Figure 13

Work-Based Mentor Other Than Supervisor or Employer Assisted Respondent in Acquiring Specific Knowledge, Skills, and Abilities

(N=2,484)



- As shown in Figure 13, less than 30% of the respondents reported that a work-based mentor, other than a supervisor or employer, had assisted them in acquiring occupationally specific knowledge, skills, and abilities.

- More than 33% of respondents from Far West Texas reported that a work-based mentor assisted them in acquiring occupationally specific knowledge, skills, and abilities, while only 25% of the respondents who attended school in the Central Texas reported that they had a work-based mentor.

Representative comments regarding work-based mentor:

- *Did give me an edge in the drafting field – due to mentor assistance.*

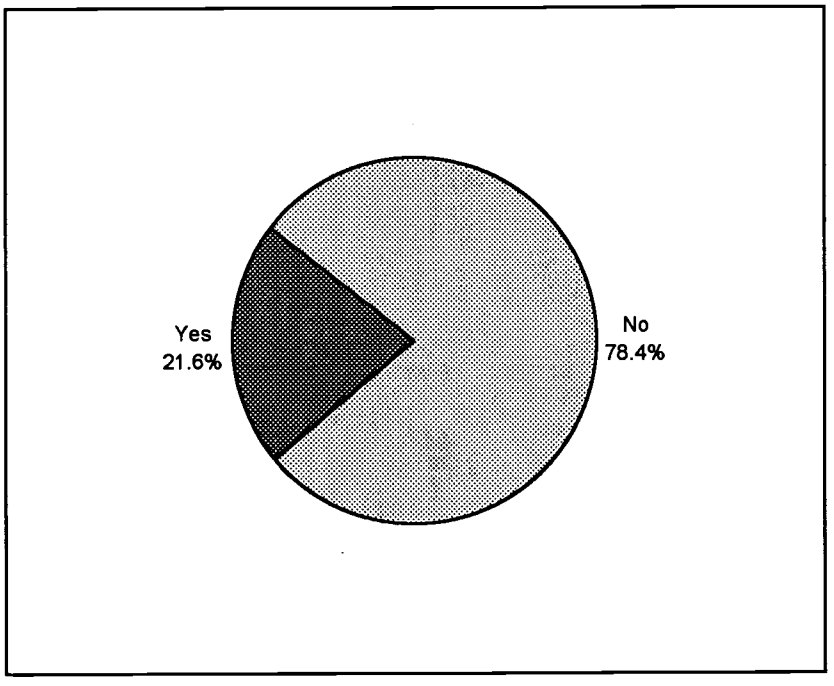
- *I had an internship with a minister and I am now planning on being a minister.*

- *I did not need a mentor. The skills acquired in the classroom were ample to assist in procuring a job outside of school.*

Figure 14

Teachers and/or Counselors Arranged Job-Shadowing Activity During High School

(N=2,492)



- Respondents were asked whether or not a teacher or counselor had arranged a job-shadowing activity for them during high school (see Figure 14). More than 78% of the respondents reported that a job-shadowing activity had not been arranged by a teacher or counselor.

- Respondents who attended schools in urban districts (25.7%) were more likely to have a job-shadowing activity arranged by a teacher or counselor than students who attended either a metropolitan school district (17.1%) or rural school district (14.3%).

- Respondents from Far West Texas (26.7%) were most likely to report having a teacher or counselor who arranged a job-shadowing activity. Respondents from Central Texas (18.6%) were least likely to report an arranged job-shadowing activity.

Representative comments regarding job-shadowing:

- *The job-shadowing I did for a local architectural firm, greatly influenced my decision to pursue a degree as a landscape architect here at college.*

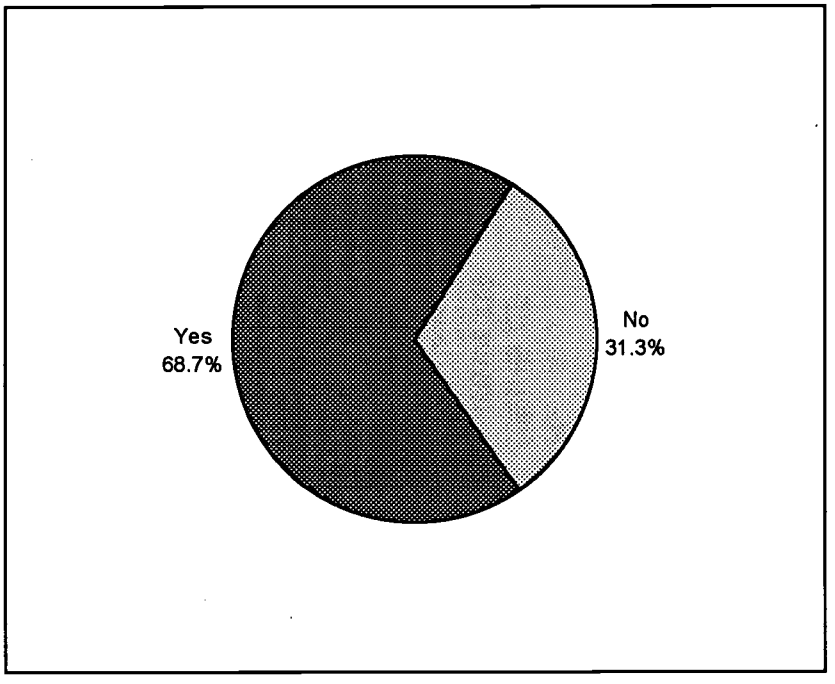
- *I participated in a program that let me go to a nursing home for a day to see what goes on in Geriatrics. This led to a summer job as their activities director.*

- *I was in Health Careers class that allowed me to go to the hospital and observe. It was extremely beneficial because I decided that wasn't for me & I didn't waste time with it in college.*

Figure 15

Respondents Employed While In School

(N=2,502)



- Respondents were asked if they were employed while they were in school. As shown in Figure 15, more than 68% of the respondents reported that they were employed while attending high school.

- Approximately 72% of respondents who attended schools in metropolitan school districts or rural school districts reported that they had been employed while in school. Sixty-six percent of the respondents who attended urban school districts said that they had been employed while in high school.

- More than 80% of respondents from North Texas were employed while in school compared to slightly more than 49% of the respondents from Far West Texas.

- The mean number of hours worked while in school was 24 hours, and the median number of hours was 23 hours. Almost 50% of respondents worked more than 16 hours per week: more than 29% worked from 16 to 20 hours a week while just under 20% worked from 21 to 25 hours per week.

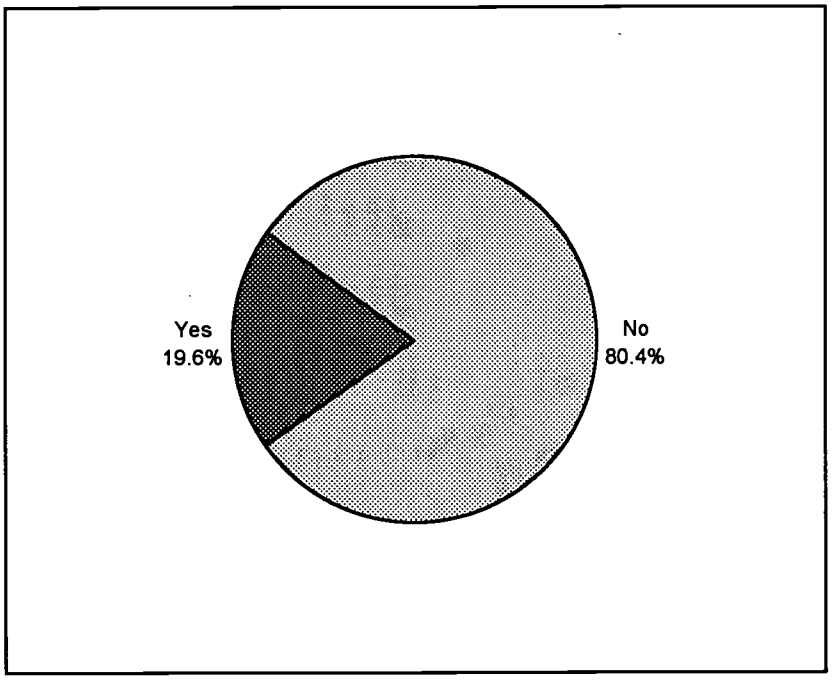
Representative comments regarding employment during high school:

- *Work after school also made me think that I do need college or training to get somewhere in life. I don't want to work fast food for the rest of my life.*

Figure 16

Teacher and/or Counselor Arranged Structured Work-Based Experience With Local Employer

(N=2,501)



- Respondents were asked if a teacher or counselor arranged a structured work-based learning experience for them with a local employer. As shown in Figure 16, more than 80% reported that no school personnel had arranged this type of experience.

- Respondents from urban school districts (23.4%) were most likely to report this type of experience followed by respondents from metropolitan (15.6%) and rural (9.0%) school districts.

- More than 25% of respondents who attended a school on the Gulf Coast participated a structured work-based learning experience arranged by school personnel. Less than 15% of the respondents who attended a school in the Valley participated in such an arranged experience.

- Of those respondents who had a structured work-based learning experience, 63% participated in a paid learning experience.

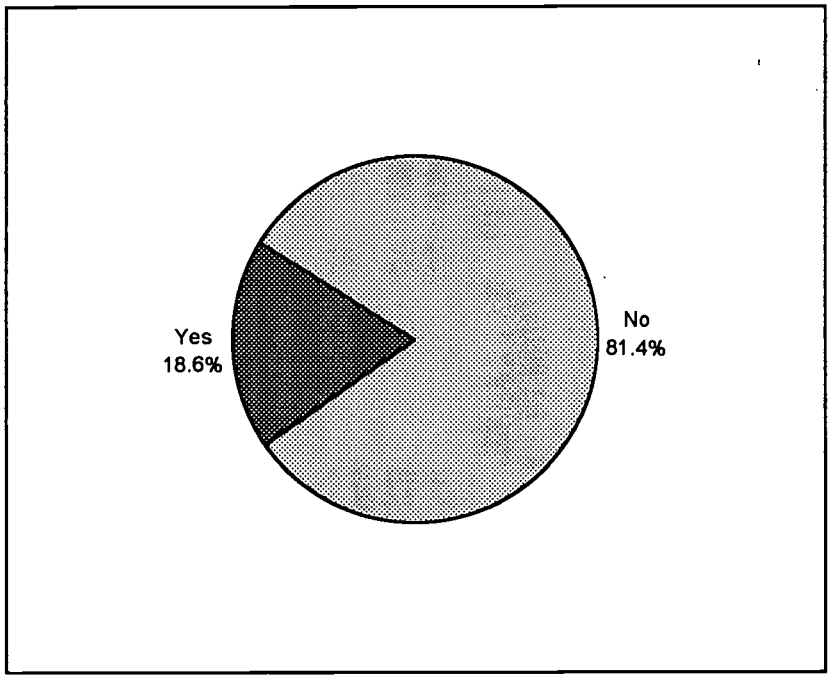
Representative comments regarding arranged work experience:

- *A teacher arranged it to where I could do a rotation through Physical Therapy Dept at the hospital as part of a class he was teaching. Not only did it give me a head-start on my hours, but it also proved to be a valuable learning experience.*

Figure 17

Respondents Worked At Job Related to Long Range Career Interest during Summer Breaks while In High School

(N=2,504)



- Respondents were asked, "During summer breaks while you were in high school, did you work at a job related to your long-range career interests?" As shown in Figure 17, more than 81% of the respondents reported that they did not work at a job related to their career interests.

- Respondents from North Texas (21.7%) were most likely to report working at a job related to their career interests and respondents from the Valley (11.8%) were least likely to report working at a job related to their career interests.

Representative comments regarding related Summer job:

- *My summer work was at a newspaper and at the local library (writing a book) helped expand my base knowledge of the journalism field.*

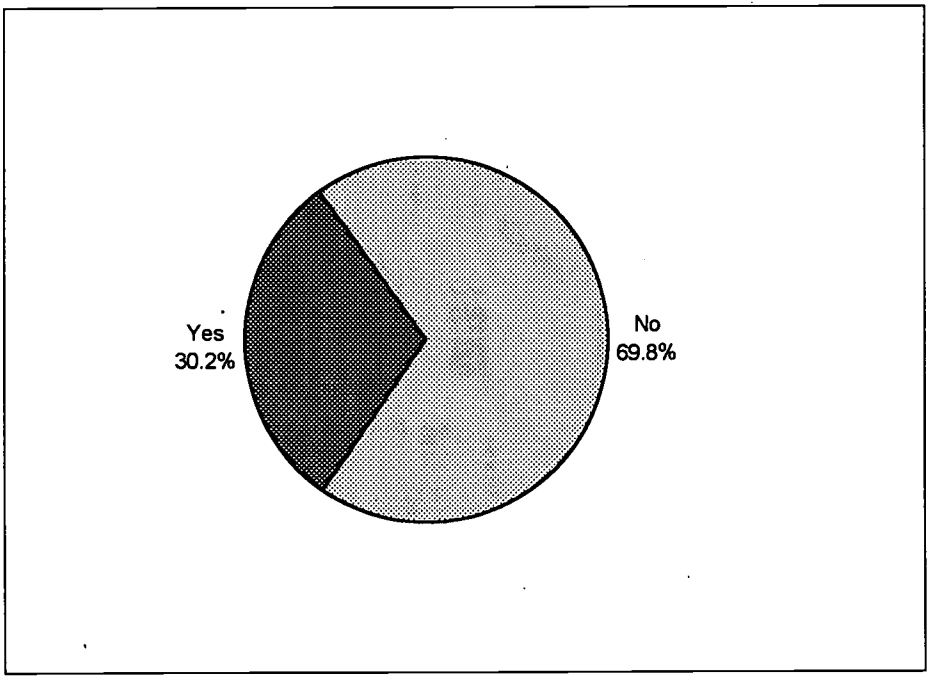
- *For 2 summers (during high school), I worked as an apprentice with a dietician & experimental psychologist. I got real-world experience and greater confidence in my abilities.*
- *My summer work gave me wonderful experience for college and my career choice.*

- I started my own business the summer before my senior year. My accounting teacher was very helpful in establishing my business.

Figure 18

School Personnel Arranged Summer Job

(N=451)



- Among those respondents who did work in a job related to their career interests, slightly less than 70% reported that their school did not arranged the job (see Figure 18).

- The likelihood of their schools arranging the job was greatest among respondents from urban school districts (37.6%) followed by metropolitan (20.3%) and rural (18.8%) school districts.

- Respondents from Far West Texas (48.3%) were most likely to report that their school arranged their summer job, and respondents from Central Texas (22.7%) were least likely to report that their school arranged their summer job.

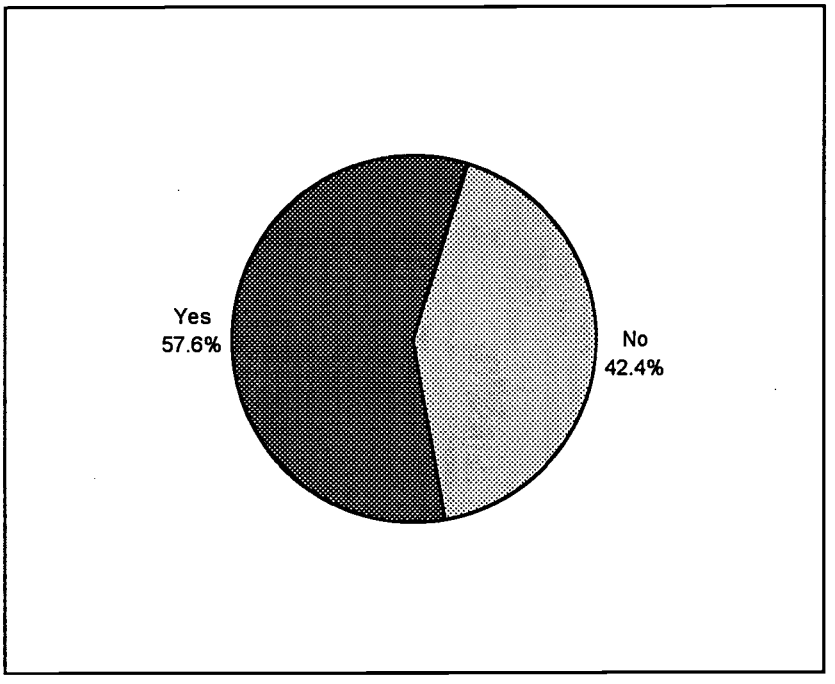
Representative open-ended comments regarding Arranged Summer job:

- *In the Summer of 1995, my counselor . . . Hooked me up with an 8-week summer program, working in a research lab and learning [undecipherable] from researchers and physicians. I liked what I'd heard about osteopathy, and now I'm in a pre-med program.*

Figure 19

Employers and Businessmen from the Local Community Talked to Classes on Careers and Occupations

(N=2,495)



- Less than 58% of the respondents reported that employers and businessmen from their local communities talked to their classes about careers and occupations in terms of education, employment, and training opportunities (see Figure 19).

- The likelihood of this finding was greatest among urban (60.5%) and rural (60.3%) school districts and lowest among metropolitan (53.9%) school districts.

- Approximately 76% of the respondents from the Valley reported that employers and businessmen from their local communities talked to their classes about careers and occupations. The lowest percentage of respondents reporting this experience attended school on the Gulf Coast (52.1%).

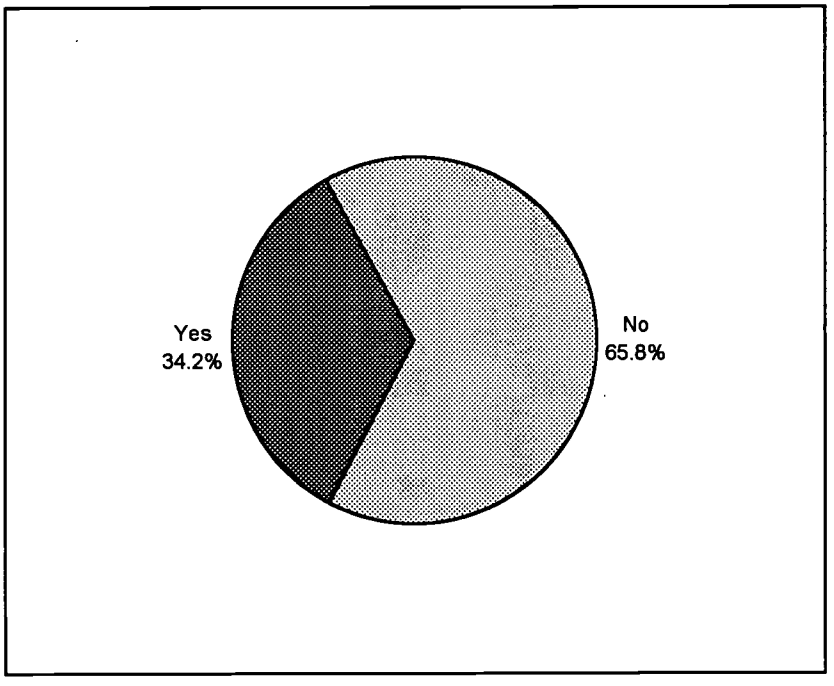
Representative open-ended comments regarding visits by employers:

- *Professional speakers gave a realistic idea of what certain careers entailed and how to be successful.*
- *One of our speakers inspired me to go into the communications field. The speakers gave a lot of information on what to expect in the work field.*
- *When employers would show up to our school and provide us, the students, with information about the real world.*
- *A Broker spoke with us . . . I started working for a U.S. Broker after I graduated.*

Figure 20

Respondent Attended a College or University That Gave Credit for Courses Taken in High School

(N=2,488)



- Respondents were asked if they were attending a college or university that gave them credit for courses that they took in high school. As shown in Figure 20, more than 34% of the respondents reported that they were attending a college or university that had given them credit for courses taken in high school.
- Respondents who attended school in Central Texas (37.4%) were most likely to report that they attended a college or university that gave them credit for courses taken in high school. Respondents who attended a school in the Valley (29.4%) were least likely to report receiving credit for courses taken in high school.

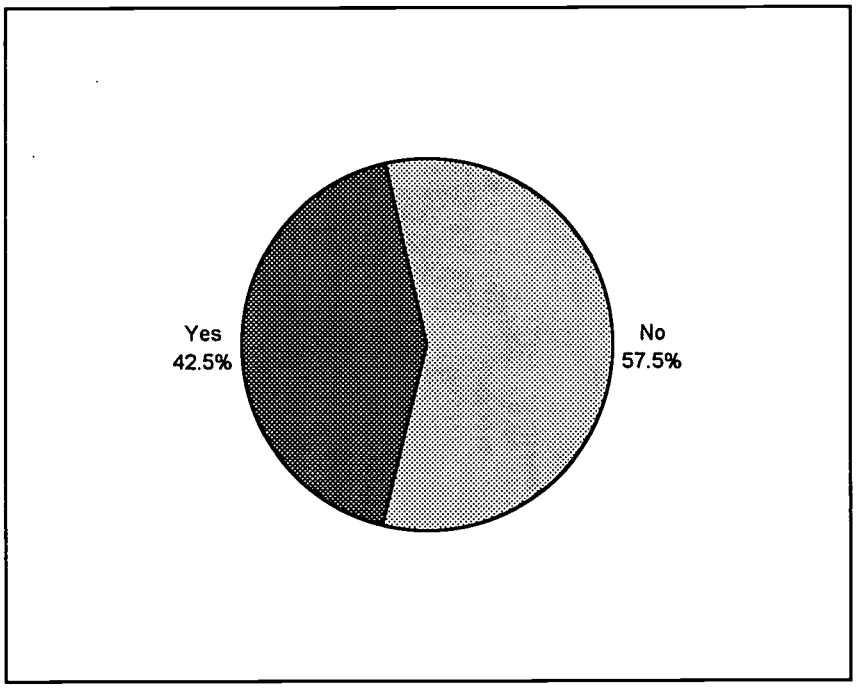
Representative open-ended comments regarding college credit:

- *Going to a college that gives credit for high school courses helps to get college over with sooner. (So you're not in college for 6 yrs.)*
- *credit for high school work let me get into career related stuff faster in college.*
- *I got a lot of college credit toward my major, but nothing direct by relating to it. (core classes)*
- *AP placement test, because I passed, did not need to take English in College.*
- *My concurrent credit . . . allows me to graduate a semester early from college*
- *Took AP classes and got a sophomores (sic) standing in college.*

Figure 21

STC Activities Had a Direct Positive Impact On Respondents Post-High School Experiences

(N=2,450)



- When asked if any of the activities identified in the survey had made a positive impact on their post-high school experiences, more than 57% responded, "no" (see Figure 21).
- Respondents from urban school districts (45.4%) were most likely to report that one or more of the activities identified in the survey had made a positive impact on their post-

high school experiences compared to respondents from metropolitan (39.4%) and rural school districts (36.8%).

- The highest percentage of respondents who reported that one or more of the activities identified in the survey had made a positive impact on their post-high school experiences had attended school in the Panhandle (53.5%), and the lowest percentage reporting a positive impact had attended school in Central Texas (39.8%).

Representative open-ended comments regarding post-high school experiences:

- *My CATE teachers left an encouraging Positive impact and attitude that lasted me to this day.*
- *They had a positive impact but I had to seek these activities out. They weren't offered to me.*
- *I wish my school would had provided more of such programs because I know they would have helped me tremendously.*
- *Volunteer work done had a positive impact. Almost nothing related to career was addressed by my high school.*
- *I wish now I would have enjoyed These above mentioned experiences.*

Findings: Part 2 – The Respondent Follow-Up

Although the number of education, employment and training programs served and the number of records processed by the TxSOICC's Automated Student and Adult Learner Follow-Up System (ASALFS) have grown by leaps and bounds since the automated follow-up began, the basic process has not changed. Under very tightly controlled arrangements to protect individual privacy rights, the TxSOICC sends data requests to participating partner agencies for "seed records." These seed records are extracted from the partner agencies' management information systems. At a minimum, the seed records contain a program identifier and the Social Security number of persons in the target population. The seed records also contain other variables including: demographic information, the customer's service eligibility characteristics, the type of services received, the service provider, and the status of the customer/client/student at program exit or termination. The TxSOICC — in collaboration with the partner agencies — determines which variables to include in the seed records. Selection of variables is based on: 1) availability through the partner agency's management information system; 2) jointly exercised professional judgment about the degree of quality control for the data in the variable requested; 3) the hypothesized explanatory power of the variable; and 4) the degree to which the variable is critically important to policy decisions and program improvement.

The Social Security number in each seed record is the key field. Because Social Security numbers are used as unique identifiers in most public administration databases, they provide the "hook" where seed records can be linked to post-exit results documented in the "resource databases" that the TxSOICC mines electronically.

The TxSOICC understands that some programs choose to generate their own participant identification numbers in lieu of using Social Security numbers, while in others, where Social Security number use is the norm, some individuals will exercise their legal right to request that their Social Security numbers be withheld. Because use of Social Security numbers as identifiers is legal and permissible though not compulsory, the ASALFS has no choice but to treat records without Social Security numbers as missing data. It therefore becomes the responsibility of the service provider or program's local field staff to collect the information as best they can from any former program participants for whom Social Security numbers were not or are not available electronically.

The Texas TxSOICC was provided 195,062 useable seed records for the 1996-1997 public education senior cohort, which reflects both high school graduates and seniors exiting prior to completion of graduation requirements. Of these, 180 persons were identified as incarcerated through linkage with Texas Department of Criminal Justice (TDCJ) files and excluded from further analysis. Seed records were linked with the THECB master enrollment files (fall semester, 1997) to determine subsequent enrollment in Texas public postsecondary institutions: universities, health science centers, community and technical colleges. These records were then linked with Texas Workforce Commission Unemployment Insurance (UI) wage records (4th quarter, 1997), as well as the employment records of the Postal Service, Department of Defense (DoD), and Office of Personnel Management (federal civil service).

Table 5

Follow-Up Status of Respondents by School District

School District	Working Only		Working and Continuing		Continuing Only		Not Located		Total
	N	%	N	%	N	%	N	%	N
Amarillo	19	20.4	49	52.7	9	9.7	16	17.2	93
Austin	57	22.5	86	34.0	62	24.5	48	19.0	253
Dallas	45	28.0	45	28.0	26	16.1	45	28.0	161
Del Valle	8	34.8	6	26.1	6	26.1	3	13.0	23
Donna	5	22.7	4	18.2	9	40.9	4	18.2	22
El Paso	45	20.1	54	24.1	56	25.0	69	30.8	224
Fort Worth	67	35.4	50	26.5	33	17.5	39	20.6	189
Houston	38	24.4	52	33.3	32	20.5	34	21.8	156
Irving	30	29.1	32	31.1	19	18.4	22	21.4	103
Killeen	34	27.6	28	22.8	33	26.8	28	22.8	123
Laredo	15	12.3	45	36.9	45	36.9	17	13.9	122
Lewisville	21	18.3	55	47.8	16	13.9	23	20.0	115
Mineral Wells	6	23.1	7	26.9	11	42.3	2	7.7	26
Nederland	3	9.4	14	43.8	12	37.5	3	9.4	32
Round Rock	36	21.7	62	37.3	46	27.7	22	13.3	166
San Angelo	31	25.4	45	36.9	26	21.3	20	16.4	122
Socorro	15	15.6	31	32.3	30	31.3	20	20.8	96
Victoria	17	20.0	36	42.4	25	29.4	7	8.2	85
Total	**522**	**23.7%**	**736**	**33.4%**	**523**	**23.7%**	**439**	**19.9%**	**2,203**

Following are some general parameters describing the framework within which subsequent findings can be discussed. **Table 5** on the previous page presents the automated follow-up results for respondents by status by school district. The 2,505 respondent records resulting from the administration of the survey have been linked with the same public databases, using the Public Education seed records requested from TEA. These record linkages documented results achieved by 2,204 of the 2,505 respondents, or 87.98%. Since a valid Social Security Number (SSN) is necessary to establish a link, the disparity of 301 records is probably due to the absence of an SSN or an invalid SSN attached to the record.

Thirteen school districts had fewer than 20 respondents (Brady, Brownwood, Clint, Denison, Fruitvale, Kilgore, Lindsay, Lubbock, Memphis, Schleicher,, Spring, Texas City, and Whitney). These districts were not itemized in the tables displaying the follow-up results, but are included in the information reflecting the "Total" follow-up results. However, two of these districts had no follow-up results because, even though each had former students respond to the Student Questionnaire administered by the University of North Texas, the record of the respondents did not have an SSN or had an invalid SSN attached to the record received by the TxSOICC.

Table 6 presents comparative data regarding the follow-up populations pertinent to the study. It should be noted that although survey respondents had a lower percentage (approximately 7% lower) than the other populations for individuals who were *Working Only*, the percentages were **significantly higher** for *Working and Continuing Education (*10.6% more than the '97 senior cohort and 13.9% more than the sample districts) and for *Continuing Education Only* (6% more than the '97 senior cohort and 9.6% more than the sample districts). Also, the number of individuals whose records were not linked is substantially less than the other populations. There appears to be no significant difference in terms of the types of educational program by population (See Appendix B, Selected Respondent Report Cards).

Table 6

Follow-Up Information by Population Group

Population Name	Working Only		Working and Continuing Education		Continuing Education Only		Total Located		Total Not Located		Total Population
	N	%	N	%	N	%	N	%	N	%	N
'97 Senior Cohor	58,524	30.0	44,488	22.8	34,648	17.8	137,660	70.6	57,40	29.4	195,062
Sample Districts	12,720	31.3	7,923	19.5	5,721	14.2	26,364	64.9	14,23	35.1	40,596
Respondents	524	23.8	736	33.4	523	23.7	1,783	80.9	421	19.1	2,204

Table 7 on the following page presents the status of respondents by district size. Although the preponderance of respondents, more than 89%, were from large districts (>10,000 enrollment), those from small districts (<1,600 enrollment) were more likely to be *Working Only*, while those from mid-size districts (1,600 to 10,000) were more likely to be *Continuing Education Only*. Perhaps because of the relative proximity of educational institutions and a more flexible labor market, those respondents from the large districts were more likely simultaneously to be *Working and Continuing Education.*

Table 7

Respondents Follow-Up Status by District Size

Size of District	Working Only		Working & Continuing Education		Continuing Education Only		Not Located		Total	
	N	%	N	%	N	%	N	%	N	%
Large	435	23.9	608	33.4	412	22.6	368	20.2	1,823	89.6
Mid-Size	36	22.0	52	31.7	54	32.9	22	13.4	164	8.1
Small	15	31.9	14	29.8	11	23.4	7	14.9	47	2.3
Total	**486**	**23.9**	**674**	**33.1**	**477**	**23.5**	**397**	**19.5**	**2,034**	**100.0**

Table 8 presents the status of respondents by district type. Although the majority of respondents, slightly less than 55%, were from urban districts (>500,000 population), those from rural districts (<75,000) were more likely to be *Working Only*, while those from metropolitan districts (>75,000 or part of a metropolitan statistical area [MSA]) were more likely to be *Continuing Education Only.* Those respondents from the mid-size districts were also more likely simultaneously to be *Working and Continuing Education* than were respondents from the other types of districts.

Table 8

Respondents Follow-Up Status by District Type

Type of District	Working Only		Working & Continuing Education		Continuing Education Only		Not Located		Total	
	N	%	N	%	N	%	N	%	N	%
Urban	309	25.7	361	30.0	269	22.4	264	22.0	1,203	54.6
Metropolitan	192	20.7	354	38.2	232	25.1	148	16.0	926	42.1
Rural	21	28.8	21	28.8	22	30.1	9	12.3	73	3.3
Total	522	23.7	736	33.4	523	23.8	421	19.1	2,202	100.0

Table 9 on the following page presents the status of respondents by geographic area. The respondents from the North Texas districts (Lindsay, Dallas, Irving, Lewisville, Denison, Kilgore, Mineral Wells, Fort Worth, and Fruitvale) were more likely (29.6%) to be *Working Only* while those from the Valley districts (Donna and Laredo) were least likely (13.9%) to be *Working Only*. Those respondents from the Panhandle districts (Memphis, Lubbock, and Amarillo) were most likely (52.3%) simultaneously to be *Working and Continuing Education* while those from Far West Texas districts (Clint, El Paso, and Socorro) were least likely (26.8%) simultaneously to be *Working and Continuing Education.* Respondents from the Valley districts had a greater likelihood (37.5%) of *Continuing Education Only* than did respondents from the Panhandle districts (9.3%). The Central districts (Killeen, Brownwood, Whitney, Brady, Schleicher, San Angelo, Austin, Del Valle, and Round Rock) and the Gulf Coast districts (Texas City, Houston, Spring, Nederland, and Victoria) were mid-range in all categories.

Table 9

Respondents Follow-Up Status by Geographic Area

Geographic Area	Working Only		Working & Continuing Education		Continuing Education Only		Not Located		Total	
	N	%	N	%	N	%	N	%	N	%
North Texas	177	29.6	202	33.7	105	17.5	115	19.2	599	29.4
Valley	20	13.9	49	34.0	54	37.5	21	14.6	144	7.1
Central	142	25.4	174	31.1	138	24.6	106	18.9	560	27.5
Panhandle	21	21.7	51	52.3	9	9.3	16	16.5	97	4.8
Gulf Coast	62	20.7	108	36.0	80	26.7	50	16.7	300	14.7
Far West	64	19.1	90	26.8	91	27.1	91	27.1	336	16.5
Total	**486**	**23.9**	**674**	**33.1**	**477**	**23.4**	**399**	**19.6**	**2,036**	**100.0**

Table 10 presents the status of respondents by type of instruction program. Respondents were categorized according to the type of educational program they pursued in high school, as identified by TEA's Public Education Information Management System (PEIMS). "Primarily academic" is an identifier used by the TXSOICC to describe the PEIMS Career and Technology Education (CATE) indicator codes "0" (no participation in CATE courses) and "1" (elective participation in CATE courses) to record information relating to school-based, non-occupationally specific data. Data relating to a "Coherent Sequence" of school-based, occupationally specific courses and/or work-based courses and activities are reported under codes "2" and "3" in PEIMS. Those respondents who enrolled in a coherent sequence of courses were more likely than those enrolled in the other types of instructional programs to be *Working Only*. As might be expected, those respondents who enrolled in a *Tech Prep* program were more likely to be *Working and/or Continuing Education Only* (64.74%).

Table 10

Respondents Follow-Up Status by Type of Instructional Program

Type of Instructional Program	Working Only		Working & Continuing Education		Continuing Education Only		Not Located		Total
	N	%	N	%	N	%	N	%	N
Primarily Academic. (0&	**322**	**23.9**	**420**	**31.2**	**328**	**24.4**	**277**	**20.6**	**1,347**
Coherent Sequence (2)	**113**	**30.4**	**123**	**33.1**	**74**	**19.9**	**62**	**16.7**	**372**
Tech Prep (3)	**89**	**18.4**	**193**	**39.8**	**121**	**25.0**	**82**	**16.9**	**485**
Total	**524**	**23.8**	**736**	**33.4**	**523**	**23.7**	**421**	**19.1**	**2,204**

Table 11 on the following page presents respondents' educational selection by type of instructional program, depicting the percentages attending public universities, community/technical colleges, or public health science centers according to whether the respondent took enrolled in either an Academic, a Career and Technology Education, or a Tech Prep concentration. A relatively large proportion of respondents were pursuing higher education at public postsecondary institutions in Texas (57.1%). More than 50% of these enrolled in Texas public universities while almost 49% enrolled in Texas public community and/or technical colleges. Because we cannot document out-of-state or private post-secondary

enrollments, any inferences about these results must be limited to generalizations about the likelihood of graduates pursuing

Table 11

Respondents Educational Selection by Type of Instructional Program

Type of Instructional Program	Community and Technical Colleges	Public Universities	Public Health Science Centers	Row Total
	N	N	N	N
Primarily Academic. (0&1)	59.4%	59.4%	58.3%	748
Coherent Sequence (2)	15.6%	15.7%	16.7%	197
Tech Prep (3)	25.0%	24.9%	25.0%	314
Column Total	616	631	12	1,259
Total Percent	49.0%	50.1%	01.0%	100.00

higher education at a public institution in Texas. For those identified as working, eating and drinking establishments reflected the largest industry of employment (15.63%). This was more than twice the number of the next most frequent category, grocery stores (7.62%). Students in the "primarily academic" educational program category had the lowest proportion of persons identified as employed (55.09%).

Table 12 on the following page presents comparative data relating to average quarterly earnings by population group. For those respondents found to be employed (57.2%) and for whom earnings data were available, their average earnings for the fourth quarter of 1997 were $1,907 as compared to $1,954.00 for both the senior cohort and the sample populations. This is barely above the federal poverty level and well below the amount equivalent to full-time employment at minimum wage for one quarter. These low earnings figures are likely the result of a high proportion of part-time employees in this cohort, as evidenced by the relatively large percentages pursuing higher education and working, and the prevalence of service industries in the list of the top industry sectors of employment (see below and the report cards displayed in Appendix B). Concomitant with the 1996-97 senior cohort, along with the lesser educational attainment of recent high school graduates/leavers (as compared with the overall labor pool which includes older workers who have had time to attain higher education levels), the overall youth of the respondents and their limited work experience also are likely contributors to the lower earnings figures depicted. It should be noted that earnings data were not obtained in usable form from the Postal Service or the DoD. Persons identified through these sources are reflected in employment totals even though their earnings information is not reflected in the cohort's 4th quarter earnings averages.

Table 12

Respondents Average Quarterly Earnings by Population

Population	Number Employed	Percent Employed	Average Earnings
'97 Senior Cohort	103,012	52.8	$1,954
Sample Districts	20,643	50.9	$1,954
Respondents	1,260	57.2	$1,907

The 1999 Student Survey was designed to assess the impact of public school programs that provided students with information and guidance as they prepared to exit high school for jobs and careers. The purpose was to gather baseline information on STC programs, services and activities (such as classroom speakers from business and industry, career-oriented field trips, job shadowing, internships, and other eligible school-related, work-related, and career connecting activities) operating in the schools to determine the impact they may have had on students' post-high school experiences and career decisions.

We also must make it very clear that the timing of the research had a profound influence on the findings. Namely, this initial study examines the former students' post-exit results and opinions in the first full quarter following the end of the first program year in which systemic reforms were initiated under the state's STC implementation plan. The results of the survey tended to vary by school district as well as school district size, type, and by geographic region, the responses provided by the former students were, for the most part, very positive regarding *their school* and *their teachers*.

Even though the respondents indicate that the majority of schools participating in the survey are offering some eligible STC activities, and that some schools may be offering the full range of STC eligible activities, the questionnaire responses indicate that the respondents as a population did not take full advantage of the opportunities and services available to them for maximizing educational opportunities and making informed career decisions. This circumstance does not appear to be the fault of the schools, but rather the manifestation of individual students' perceptions of the value of available programs, activities, and activities. Therefore, the results of the project may reflect respondents' ownership, i.e., proprietary interests, in their high school rather than the conscious realization of the value and benefit of their high school experience.

Ideally, to benefit fully from the broad ranging systemic reform, students should have had at least three years in high school (and perhaps an even earlier start in middle school) to participate in some of the school-based, work-based and connecting activities promoted by the STC initiative. Insofar as the cohort examined in this study were high school seniors when the state first implemented the STC initiative, we cannot expect them to have participated extensively in the wide range of recommended activities. The findings, thus, should be tempered by the notion of "data ripeness." The full benefits to be anticipated from STC inspired systemic reforms have not had time enough to blossom, much less ripen in the timeframe of this particular research design.

The concept of data ripeness casts its shadow over initial expectations of success in STC or any other systemic reform. Change does not occur overnight, particularly in a state that prides itself for local governance of education and training. Operations

during the year prior to full implementation of Texas' STC plan may best be characterized as a comprehensive rule-making, communication and outreach effort. State and regional entities had to be established to process the flow of federal funds and rules had to be established to control and account for expenditures. Local partners had to be persuaded to participate in the STC initiative voluntarily: autonomous school districts – often feeling beleaguered by prior reform efforts; business, industry, and organized labor that probably were preoccupied with competing in a global economy; community-based organizations with their disparate agenda; and the general public that seemed confused if not openly skeptical about yet another educational reform.

With the focus of effort on organization and marketing, there is very little reason to expect the first STC "crop" of seniors to have been brushed by the systemic reform. Indeed, to the extent that respondents were aware of and participated in STC-like activities, findings from this initial wave of surveys may be attributable more to similar predecessor efforts, e.g., Tech Prep, High Schools That Work, unique local initiatives, etc., than they are to STC per se.

Recommendations

The following recommendations are intended to facilitate systemic improvement of STC programs, services, and activities in Texas. While most of the recommendations are directed to personnel of public educational institutions (both secondary and postsecondary), systemic improvement cannot be accomplished without the commitment, collaboration, cooperation, and active involvement of the other stakeholders: students, parents, employers, and other appropriate local agencies and organizations.

I. School districts should "provide a few very high quality STC programs, services, and activities" as a pilot or catalytic effort to let the demonstrated quality and value of such programs "sell themselves" to students, parents, employers, and other stakeholders. This may create a bandwagon effect whereby evidence of success for the initial offerings prompts decision-makers to implement the full range of STC programs, services, and activities. These programs, services, and activities should be complemented with the following:

- Defining the purpose of their STC programs carefully for all stakeholders: students, parents, public school and postsecondary teachers and administrators, employers, and other local agencies and organizations.

- Developing more written materials with which to communicate the value added by the STC programs, services, and activities to the overall educational enterprise.

- Sending informative letters to parents, businesses, and community agencies and organizations detailing the quality, value, and benefit to all stakeholders of available STC programs, services, and activities.

- Sponsoring Career Days/ Career Fairs that permit students to see the different STC options available and the value such programs, services, and activities offer.

- Encouraging students enrolled in work-based activities to work less than 20 hours per week. (Note: Table 19C indicates that more half of the respondents worked more than 20 hours per week while in school. Research indicates a decline in scholastic performance for students who work more than 20 hours per week.)

- Inviting back former students who have experienced STC programs, services, and activities to tell students about the value such experiences have brought them in terms of their success in college and/or in the labor market.

If high quality, relevant STC programs, services, and activities are designed and offered as an integral part of the curriculum, they will become relevant and all will recognize the personal, the community, and the economic value of the programs, services, and activities available. Counselors are in the best position to facilitate this communication to stakeholders by promoting the variety of options and alternatives available for meeting the diverse needs of students; however, counselors can only be proactive when they receive the professional development necessary to make them aware of and enthusiastic about new school-based, work-based, and connecting activities available in their districts and when their job performance is measured, evaluated, and rewarded in terms of appropriate and effective placement of students in school-based, work-based, and connecting activities as opposed to evaluations and rewards based on work-load and the non-representative achievement of a handful of stellar students.

- Designating a "champion" of STC opportunities in each district, or perhaps on each high school campus in multi-campus districts, to promote the availability and benefit of the school-based, work-based, and connecting activities and opportunities available locally supported through communications and outreach efforts by regional consortia and state-level stakeholders.

II. School districts should actively provide information to stakeholders STC programs, services, and activities throughout their own high school campuses and community and make sure career and technology programs are made available to all students who want them as required by State law [see Texas Education Code, Sections 28.002(a)(2)(F) and 29.181].

III. Job shadowing and career exploration programs should be designed for and confined to middle/junior high school and early high school students as a means for

stimulating and motivating such students toward high academic achievement while reserving career specific education and training opportunities made available only to high school juniors and seniors.

The best conceived initiatives do little good if students are unaware or do not participate in the opportunities available to them. Since STC in Texas is a voluntary reform initiative, many districts have elected not to implement new programs, services, or activities. Even where well-conceived and integrated school-based and connecting activities are available, students often are unaware of STC opportunities. A multi-pronged campaign to promote career awareness among students, parents, and professional intermediaries, e.g., counselors, is deemed essential.

IV. Because mandatory programs tend to be of lower quality as the focus begins to shift from substance to perfunctory compliance "bean counting," gaming, and tracking, STC programs, services, and activities must remain voluntary.

V. The Interagency Management Team should reconsider and probably increase the budget line item set aside for information-sharing in the State's STC implementation grant. STC partnership directors should be given latitude for determining what media mix would be most cost-effective for communications and outreach within their respective regions.

As successive exit cohorts are studied, we fully expect individuals therein to have participated more widely and extensively in the various STC endorsed activities. Each successive cohort, therefore, should exhibit greater awareness of, participation in, and praise for their school districts' STC initiative. If STC activities are as effective as they have been touted to be, each successive cohort studied should exhibit higher job placement rates at higher wages and/or a higher probability of pursuing additional education and training at a higher level after leaving high school. However, if increased student success is tied demonstrably to STC programs, services, and activities, will the resulting evidence be sufficient to sustain this reform initiative after the enabling federal legislation is sunsetted and the federal dollars go away?

Appendix A

Student Questionnaire

School-to-Careers (STC) Evaluation Project

The following questions refer to experiences you may have had in high school. Please mark your answers in the corresponding boxes and return in the enclosed pre-paid business envelope.

1. Did your school sponsor or participate in one or more Career Days or Career Fairs? ☐₁ Yes ☐₂ No

- **If yes**, did you participate? ☐₁ Yes ☐₂ No

2. Did any teacher arrange field trips for you to observe the operations and practices of local businesses and industries? ☐₁ Yes ☐₂ No

3. Did your academic teachers emphasize math, science, and communication concepts and skills in relation to the world of work? ☐₁ Yes ☐₂ No

4. Did your career and technology education teachers emphasize math and science concepts in their instruction regarding occupational knowledge and skills?
   ☐₁ Yes ☐₂ No

5. Did a counselor or teacher talk to you about the relationship between your interests and abilities and your possible career choices? ☐₁ Yes ☐₂ No

- **If yes**, were you told about educational options and the employment outlook (future job openings) in your field of interest or possible career choices?
  ☐₁ Yes ☐₂ No

6. As you developed your four-year graduation plan, did a teacher or counselor help you identify and schedule courses related to your field of interest or possible career choices? ☐₁ Yes ☐₂ No

7. Did you take two or more courses in high school related to your career interest? ☐₁ Yes ☐₂ No

- **If yes**, do you believe those courses gave you a broad overview of the industry in which you might want to be employed? ☐₁ Yes ☐₂ No

8. In any of your high school courses, were you graded on the basis of demonstrating what you knew and could do (project reports, written journals, employer performance evaluation, etc.) as well as in-class written tests or were you graded by written tests only?
   ☐₁ Demonstration and written (or) ☐₂ Written only

9. Did a school-based mentor, other than a teacher, counselor, or your parents, assist you with your homework? ☐₁ Yes ☐₂ No

10. In any of the courses selected in your four-year graduation plan, did your teachers or employers talk to you about the kinds of attitudes and habits that would help you succeed in the workplace?
    ☐₁ Yes ☐₂ No

11. Did a work-based mentor, other than your supervisor or employer, assist you acquire occupationally specific knowledge, skills, and abilities?
    ☐₁ Yes ☐₂ No

12. Did a teacher or counselor arrange a job-shadowing activity for you during high school?
    ☐₁ Yes ☐₂ No

13. Were you employed (either after school, on weekends or both) while you were in school?
    ☐₁ Yes ☐₂ No

- **If yes**, how many hours per week did you work? [record number of hours] _____

14. Did a teacher or counselor arrange a structured work-based learning experience for you with a local employer? ☐₁ Yes ☐₂ No

- **If yes**, was the experience:
  ☐₁ Paid or ☐₂ Unpaid

15. During summer breaks while you were in high school, did you work at a job related to your long-range career interests?
    ☐₁ Yes ☐₂ No

- **If yes**, did your school arrange the job for you?
  ☐₁ Yes ☐₂ No

16. Did employers and businessmen from your local community come to the school to talk to your class about careers and occupations in terms of education, employment, and training opportunities?
    ☐₁ Yes ☐₂ No

17. Are you now going to a college or university that gave you credit for courses taken in high school?
    ☐₁ Yes ☐₂ No

18. Have any of the activities identified above had a direct, positive impact on your post-high school experiences?
    ☐₁ Yes ☐₂ No

- **If yes**, please provide a brief explanation/illustration:
  _____
  _____
  _____

This number is for coding purposes only. Please do not remove.

Appendix B

Selected Respondent Report Cards

Report Card on Texas Public Education
1996-1997 Senior Exit Cohort

Statewide Summary

Points of reference: "Primarily Academic" is an identifier used by the TxSOICC to describe the PEIMS Career and Technology Education (CATE) Indicator Codes "0" (no participation in CATE cours and "1" (elective participation in CATE courses) to record information relating to school-based, non-occupationally specific data. Data relating to a coherent sequence of school-based, occupationall specific courses and/or work-based courses and activities are reported under codes "2" and "3" in PEIMS. Individuals continuing their education at a higher level may not be able to work full-time. Th fore, numbers, percentages, and average earnings of those working only are displayed separately in the shaded boxes from those working and going to school at the same time. Subgroups are combin respectively in the unshaded cells to the immediate right and are not double counted in totals in the right-most column. Persons identified as incarcerated (N=180) through linkage with Texas Depart of Criminal Justice (TDCJ) records are excluded from these data. In the target quarter, the federal definition of poverty for an individual supporting no other dependents = $1,995 per quarter. Full-ti employment at minimum wage = $2,678 per quarter.

PEIMS Career and Technology Indicator Code	Working: Full-time/Part-time						All Working			Continuing Education at a Higher Level Only		Not Verified (Not Located)		Total Usable Records	
	Working Only		Average Quarterly Earnings	& Continuing Education at a Higher Level		Average Quarterly Earnings	Working and Continuing Educ. at a Higher Level		Average Quarterly Earnings						
	N	%		N	%		N	%		N	%	N	%	N	%
(0 & 1) Primarily Academic	39,829	28.51%	$2,241	30,577	21.89%	$1,508	70,406	50.40%	$1,907	25,835	18.50%	43,443	31.10%	139,684	71.61%
(2) Coherent Sequence	12,382	35.56%	$2,377	8,200	23.55%	$1,695	20,582	59.11%	$2,092	5,154	14.80%	9,086	26.09%	34,822	17.85%
(3) Approved Tech Prep	6,313	30.71%	$2,337	5,711	27.78%	$1,647	12,024	58.49%	$1,993	3,659	17.80%	4,873	23.71%	20,556	10.54%
TOTAL	58,524	30.00%	$2,280	44,488	22.81%	$1,561	103,012	52.81%	$1,954	34,648	17.76%	57,402	29.43%	195,062	100.00%

Note: Quarterly earnings for postal employees and military personnel not provided and therefore not included. Quarterly earnings for Civil Service was deduced from the annual salary provided in the OPM records.

All WORKING

There were 103,012 individuals identified in available public database records who were employed. This number represents 52.8% of the students comprising this exit cohort. Of those individuals not identified in the Texas U/I wage records as being employed during the 4th quarter of 1997, the seed records provided by TEA were linked electronically to the public databases displayed to identify additional members of the exit cohort.

Link	N	%
TWC UI Wage Records	98047	95.2%
Department of Defense Records	4832	4.7%
Postal Service Records	49	0.0%
OPM (Civil Service) Records	84	0.1%
Total Employed	103,012	100.0%

Working = located in Texas UI wage record for target quarter (4th quarter earnings > $0), or through linkages to military (DoD), federal civil service (OPM), or Postal Service (USPS) records.

CONTINUING EDUCATION AT A HIGHER LEVEL IN A PUBLIC INSTITUTION IN TEXAS

According to record linkages with master enrollment file of the Texas higher Education Coordinating Board, 79,136 persons were identified as being enrolled in a public postsecondary institution in Texas. This number represents 40.6% of the exiters comprising this exit cohort. Of those individuals identified as continuing their education at a higher level, the seed records reflect the following types of postsecon dary institutions in which individuals were enrolled during the Fall semester (4th Quarter) of 1997.

Type of Public Institution	N	%
Community and/or Technical Colleges	42,937	54.26%
Universities	35,662	45.06%
Health Science Centers	537	0.68%
Total Continuing Education	79,136	100.00%

Continuing Education = located through record linkages to the Coordinating Board's master enrollmen (Transfer FICE not "000000").

EMPLOYMENT

Industry of Employment		Frequency	
Industry Sector	Number Employed	Percent of All Employed	Percent of Cohort
1. Eating and Drinking Establishments	18,423	17.88%	9.44%
2. Grocery Stores	7,641	7.42%	3.92%
3. Department Stores	5,736	5.57%	2.94%
4. Help Supply Services	4,408	4.28%	2.26%
5. Business Services, NEC	2,603	2.53%	1.33%
6. Family Clothing Stores	2,389	2.32%	1.22%
7. Colleges/Universities/Prof. Schools	1,600	1.55%	0.82%
8. Child Day Care	1,513	1.47%	0.78%

CONTINUATION

Public Postsecondary Enrollment		Frequency	
Postsecondary Institution of Record	Number Enrolled	Percent of all Continuing Education	Percent of cohort
University of Texas, Austin	5,260	6.6%	2.7%
Texas A&M University	4,447	5.6%	2.3%
Texas Tech University	2,941	3.7%	1.5%
Univesity of Houston	2,118	2.7%	1.1%
Southwest Texas St. Univ.	2,014	2.5%	1.0%
Steph. F. Austin State Univ.	1,973	2.5%	1.0%
Blinn College	1,824	2.3%	0.9%
University of North Texas	1,691	2.1%	0.9%

CONCENTRATION

Program of Study		Frequency	
Program/Major	Number enrolled	Percent of all enrolled	Percent of cohort
General Studies	5,122	6.5%	2.6%
Liberal Arts/Sciences	4,884	6.2%	2.5%
Business, General	3,677	4.6%	1.9%
Nursing (RN Training)	2,869	3.6%	1.5%
Business Admin/Mgmt	2,868	3.6%	1.5%
Biology, General	2,859	3.6%	1.5%
Psychology, General	2,003	2.5%	1.0%
Multi-/Interdisciplinary	1,682	2.1%	0.9%

Report Card on Texas Public Education
1996-1997 Senior Exit Cohort

STC Volunteer Districts Summary

Points of reference: "Primarily Academic" is an identifier used by the TxSOICC to describe the PEIMS Career and Technology Education (CATE) Indicator Codes "0" (no participation in CATE cours and "1" (elective participation in CATE courses) to record information relating to school-based, non-occupationally specific data. Data relating to a coherent sequence of school-based, occupationall specific courses and/or work-based courses and activities are reported under codes "2" and "3" in PEIMS. Individuals continuing their education at a higher level may not be able to work full-time. Th fore, numbers, percentages, and average earnings of those working only are displayed separately in the shaded boxes from those working and going to school at the same time. Subgroups are combin respectively in the unshaded cells to the immediate right and are not double counted in totals in the right-most column. Persons identified as incarcerated (N=88) through linkage with Texas Depart of Criminal Justice (TDCJ) records are excluded from these data. In the target quarter, the federal definition of poverty for an individual supporting no other dependents = $1,995 per quarter. Full-ti employment at minimum wage = $2,678 per quarter.

PEIMS Career and Technology Indicator Code	Working: Full-time/Part-time						All Working			Continuing Education at a Higher Level Only		Not Verified (Not Located)		Total Usable Records	
	Working Only		Average Quarterly Earnings	& Continuing Education at a Higher Level		Average Quarterly Earnings	Working and Continuing Educ. at a Higher Level		Average Quarterly Earnings						
	N	%		N	%		N	%		N	%	N	%	N	%
(0 & 1) Primarily Academic	8,971	30.69%	$1,749	5,176	17.71%	$1,525	14,147	48.40%	$1,647	4,070	13.92%	11,015	37.68%	29,232	72.01%
(2) Coherent Sequence	2,298	36.43%	$1,864	1,376	21.81%	$1,833	3,674	58.24%	$1,851	778	12.33%	1,856	29.42%	6,308	15.54%
(3) Approved Tech Prep	1,451	28.70%	$2,027	1,371	27.12%	$1,657	2,822	55.81%	$1,843	873	17.27%	1,361	26.92%	5,056	12.45%
TOTAL	12,720	31.33%	$2,280	7,923	19.52%	$1,561	20,643	50.85%	$1,954	5,721	14.09%	14,232	35.06%	40,596	100.00%

Note: Quarterly earnings for postal employees and military personnel not provided and therefore not included. Quarterly earnings for Civil Service was deduced from the annual salary provided in the OPM records.

All WORKING

There were 20,643 individuals identified in available public database records who were employed. This number represents 50.8% of the students comprising this exit cohort. Of those individuals not identified in the Texas UI wage records as being employed during the 4th quarter of 1997, the seed records provided by TEA were linked electronically to the public databases displayed to identify additional members of the exit cohort.

Link	N	%
TWC UI Wage Records	19,736	95.6%
Department of Defense Records	868	4.2%
Postal Service Records	22	0.1%
OPM (Civil Service) Records	17	0.1%
Total Employed	20,643	100.0%

Working = located in Texas UI wage record for target quarter (4th quarter earnings > $0), or through linkages to military (DoD), federal civil service (OPM), or Postal Service (USPS) records.

CONTINUING EDUCATION AT A HIGHER LEVEL IN A PUBLIC INSTITUTION IN TEXAS

According to record linkages with master enrollment file of the Texas higher Education Coordinating Board, 13,644 persons were identified as being enrolled in a public postsecondary institution in Texas. This number represents 33.6% of the exiters comprising this exit cohort. Of those individuals identified as continuing their education at a higher level, the seed records reflect the following types of postsecondary institutions in which individuals were enrolled during the Fall semester (4th Quarter) of 1997.

Type of Public Institution	N	%
Community and/or Technical Colleges	6,968	51.07%
Universities	6,582	48.24%
Health Science Centers	94	0.69%
Total Continuing Education	13,644	100.00%

Continuing Education = located through record linkages to the Coordinating Board's master enrollmen (Transfer FICE not "000000").

EMPLOYMENT

Industry of Employment		Frequency	
Industry Sector	Number Employed	Percent of All Employed	Percent of Cohort
1. Eating and Drinking Establishments	3,535	17.12%	8.71%
2. Grocery Stores	1,394	6.75%	3.43%
3. Department Stores	1,225	5.93%	3.02%
4. Help Supply Services	1,202	5.82%	2.96%
5. Business Services, NEC	757	3.67%	1.86%
6. Family Clothing Stores	466	2.26%	1.15%
7. Colleges/Universities/Prof. Schools	335	1.62%	0.83%
8. Drug and Proprietary Stores	315	1.53%	0.78%

CONTINUATION

Public Postsecondary Enrollment		Frequency	
Postsecondary Institution of Record	Number Enrolled	Percent of all Continuing Education	Percent of cohort
University of Texas, Austin	1,161	8.5%	2.9%
Austin Com. College	722	5.3%	1.8%
El Paso Com. Col. District	720	5.3%	1.8%
Texas Tech University	610	4.5%	1.5%
Univ. of Texas, El Paso	584	4.3%	1.4%
Houston Com. College	577	4.2%	1.4%
Texas A&M University	572	4.2%	1.4%
Univ. of Houston	532	3.9%	1.3%

CONCENTRATION

Program of Study		Frequency	
Program/Major	Number enrolled	Percent of all enrolled	Percent of cohort
Liberal Arts/Sciences	828	6.1%	2.0%
Business, General	573	4.2%	1.4%
Business Admin/Mgmt	553	4.1%	1.4%
Nursing (RN Training)	500	3.7%	1.2%
General Studies	475	3.5%	1.2%
Biology, General	398	2.9%	1.0%
Psychology, General	394	2.9%	1.0%
Biological/Physical Sci	317	2.3%	0.8%

All Respondents

Points of reference: "Primarily Academic" is an identifier used by the TxSOICC to describe the PEIMS Career and Technology Education (CATE) Indicator Codes "0" (no participation in CATE courses and "1" (elective participation in CATE courses) to record information relating to school-based, non-occupationally specific data. Data relating to a coherent sequence of school-based, occupationally specific courses and/or work-based courses and activities are reported under codes "2" and "3" in PEIMS. Individuals continuing their education at a higher level may not be able to work full-time. Therefore, numbers, percentages, and average earnings of those working only are displayed separately in the shaded boxes from those working and going to school at the same time. Subgroups are combined respectively in the unshaded cells to the immediate right and are not double counted in totals in the right-most column. Persons identified as incarcerated (N=1) through linkage with Texas Department of Criminal Justice (TDCJ) records are excluded from these data. In the target quarter, the federal definition of poverty for an individual supporting no other dependents = $1,995 per quarter. Full-time employment at minimum wage = $2,678 per quarter.

PEIMS Career and Technology Indicator Code	Working: Full-time/Part-time					
	Working Only		Average Quarterly Earnings	& Continuing Education at a Higher Level		Average Quarterly Earnings
	N	%		N	%	
(0 & 1) Primarily Academic	322	23.90%	$2,049	420	31.18%	$1,614
(2) Coherent Sequence	113	30.38%	$2,266	123	33.06%	$1,661
(3) Approved Tech Prep	89	18.35%	$2,321	193	39.79%	$1,618
TOTAL	524	23.77%	$2,142	736	33.39%	$1,623

All Working			Continuing Education at a Higher Level Only		Not Verified (Not Located)		Total Usable Records	
Working and Continuing Educ. at a Higher Level		Average Quarterly Earnings						
N	%		N	%	N	%	N	%
742	55.09%	$1,851	328	24.35%	277	20.56%	1,347	61.12%
236	63.44%	$2,013	74	19.89%	62	16.67%	372	16.88%
282	58.14%	$1,970	121	24.95%	82	16.91%	485	22.01%
1,260	57.17%	$1,907	523	23.73%	421	19.10%	2,204	100.00%

Note: Quarterly earnings for postal employees and military personnel not provided and therefore not included. Quarterly earnings for Civil Service was deduced from the annual salary provided in the OPM records.

ALL WORKING

There were 1,260 individuals identified in available public database records who were employed. This number represents 57.2% of the students comprising this exit cohort. Of those individuals not identified in the Texas UI wage records as being employed during the 4th quarter of 1997, the seed records provided by TEA were linked electronically to the public databases displayed to identify additional members of the exit cohort.

Link	N	%
TWC UI Wage Records	1245	98.8%
Department of Defense Records	13	1.0%
Postal Service Records	0	0.0%
OPM (Civil Service) Records	2	0.2%
Total Employed	1,260	100.0%

Working = located in Texas UI wage record for target quarter (4th quarter earnings > $0), or through linkages to military (DoD), federal civil service (OPM), or Postal Service (USPS) records.

CONTINUING EDUCATION AT A HIGHER LEVEL IN A PUBLIC INSTITUTION IN TEXAS

According to record linkages with master enrollment file of the Texas higher Education Coordinating Board, 1,259 persons were identified as being enrolled in a public postsecondary institution in Texas. This number represents 57.1% of the exiters comprising this exit cohort. Of those individuals identified as continuing their education at a higher level, the seed records reflect the following types of postsecondary institutions in which individuals were enrolled during the Fall semester (4th Quarter) of 1997.

Type of Public Institution	N	%
Community and/or Technical Colleges	616	48.93%
Universities	631	50.12%
Health Science Centers	12	0.95%
Total Continuing Education	1,259	100.00%

Continuing Education = located through record linkages to the Coordinating Board's master enrollment (Transfer FICE not "000000").

EMPLOYMENT

Industry of Employment	Frequency		
Industry Sector	Number Employed	Percent of All Employed	Percent of Cohort
1. Eating and Drinking Places	197	15.63%	8.94%
2. Grocery Stores	96	7.62%	4.36%
3. Department Stores	75	5.95%	3.40%
4. Help Supply Services	69	5.48%	3.13%
5. Business Services, NEC	41	3.25%	1.86%
6. Colleges/Univ/Prof. Schools	36	2.86%	1.63%
7. Family Clothing Stores	35	2.78%	1.59%
8. Drug/Proprietary Stores	25	1.98%	1.13%

CONTINUATION

Public Postsecondary Enrollment		Frequency	
Postsecondary Institution of Record	Number Enrolled	Percent of all Continuing Education	Percent of cohort
University of Texas at Austin	149	11.8%	6.8%
El Paso Community Coll. Dist	91	7.2%	4.1%
Austin Community College	86	6.8%	3.9%
Laredo Community College	73	5.8%	3.3%
Texas A&M University	73	5.8%	3.3%
Univ. of Texas at El Paso	68	5.4%	3.1%
Angelo State University	56	4.4%	2.5%
University of North Texas	52	4.1%	2.4%

CONCENTRATION

Program of Study		Frequency	
Program/Major	Number enrolled	Percent of all enrolled	Percent of cohort
Liberal Arts/Sciences	91	7.2%	4.1%
Business, General	63	5.0%	2.9%
Nursing (RN Training)	57	4.5%	2.6%
Bus. Admin. & Mgmt.	56	4.4%	2.5%
Biological/Phys. Sci.	48	3.8%	2.2%
Biology, General	48	3.8%	2.2%
Psychology, General	45	3.6%	2.0%
Multi/Interdisciplinary	41	3.3%	1.9%

Report Card on STC Student Survey

1996-1997 Senior Exit Cohort

Central ISD Respondents

Points of reference: "Primarily Academic" is an identifier used by the TxSOICC to describe the PEIMS Career and Technology Education (CATE) Indicator Codes "0" (no participation in CATE courses) and "1" (elective participation in CATE courses) to record information relating to school-based, non-occupationally specific data. Data relating to a coherent sequence of school-based, occupationally specific courses and/or work-based courses and activities are reported under codes "2" and "3" in PEIMS. Individuals continuing their education at a higher level may not be able to work full-time. Therefore, numbers, percentages, and average earnings of those working only are displayed separately in the shaded boxes from those working and going to school at the same time. Subgroups are combined respectively in the unshaded cells to the immediate right and are not double counted in totals in the right-most column. Persons identified as incarcerated (N=0) through linkage with Texas Department of Criminal Justice (TDCJ) records are excluded from these data. In the target quarter, the federal definition of poverty for an individual supporting no other dependents = $1,995 per quarter. Full-time employment at minimum wage = $2,678 per quarter.

PEIMS Career and Technology Indicator Code	Working: Full-time/Part-time						All Working			Continuing Education at a Higher Level Only		Not Verified (Not Located)		Total Usable Records	
	Working Only		Average Quarterly Earnings	& Continuing Education at a Higher Level		Average Quarterly Earnings	Working and Continuing Educ. at a Higher Level		Average Quarterly Earnings						
	N	%		N	%		N	%		N	%	N	%	N	%
(0 & 1) Primarily Academic	76	24.52%	$2,193	89	28.71%	$1,661	165	53.23%	$1,950	76	24.52%	69	22.26%	310	55.36%
(2) Coherent Sequence	21	35.00%	$1,953	17	28.33%	$1,383	38	63.33%	$1,715	13	21.67%	9	15.00%	60	10.71%
(3) Approved Tech Prep	45	23.68%	$2,237	68	35.79%	$1,575	113	59.47%	$1,907	49	25.79%	28	14.74%	190	33.93%
TOTAL	142	25.36%	$2,172	174	31.07%	$1,600	316	56.43%	$1,913	138	24.64%	106	18.93%	560	100.00%

Note: Quarterly earnings for postal employees and military personnel not provided and therefore not included. Quarterly earnings for Civil Service was deduced from the annual salary provided in the OPM records.

All WORKING

There were 316 individuals identified in available public database records who were employed. This number represents 56.4% of the students comprising this exit cohort. Of those individuals not identified in the Texas UI wage records as being employed during the 4th quarter of 1997, the seed records provided by TEA were linked electronically to the public databases displayed to identify additional members of the exit cohort.

Link	N	%
TWC UI Wage Records	310	98.1%
Department of Defense Records	6	1.9%
Postal Service Records	0	0.0%
OPM (Civil Service) Records	0	0.0%
Total Employed	316	100.0%

Working = located in Texas UI wage record for target quarter (4th quarter earnings > $0), or through linkages to military (DoD), federal civil service (OPM), or Postal Service (USPS) records.

CONTINUING EDUCATION AT A HIGHER LEVEL IN A PUBLIC INSTITUTION IN TEXAS

According to record linkages with master enrollment file of the Texas higher Education Coordinatin Board, 312 persons were identified as being enrolled in a public postsecondary institution in Texas. This number represents 55.7% of the exiters comprising this exit cohort. Of those individuals identified as continuing their education at a higher level, the seed records reflect the following types of po secondary institutions in which individuals were enrolled during the Fall semester (4th Quarter) of 19

Type of Public Institution	N	%
Community and/or Technical Colleges	113	36.22%
Universities	194	62.18%
Health Science Centers	5	1.60%
Total Continuing Education	312	100.00%

Continuing Education = located through record linkages to the Coordinating Board's master enroll (Transfer FICE not "000000").

EMPLOYMENT

Industry of Employment		Frequency	
Industry Sector	Number Employed	Percent of All Employed	Percent of Cohort
1. Eating and Drinking Places	44	13.92%	7.86%
2. Grocery Stores	27	8.54%	4.82%
3. Business Services, NEC	21	6.65%	3.75%
4. Department Stores	20	6.33%	3.57%
5. Help Supply Services	17	5.38%	3.04%
6. Colleges/Univ/Prof. Schools	8	2.53%	1.43%
7. Elem/Secondary Schools	7	2.22%	1.25%
8. Exec/Legislative Offices	6	1.90%	1.07%

CONTINUATION

Public Postsecondary Enrollment		Frequency	
Postsecondary Institution of Record	Number Enrolled	Percent of all Continuing Education	Percent of cohort
University of Texas at Austi	71	22.8%	12.7%
Austin Community College	57	18.3%	10.2%
Angelo State University	54	17.3%	9.6%
Central Texas College	33	10.6%	5.9%
Texas A&M University	23	7.4%	4.1%
SW Texas State University	17	5.4%	3.0%
Howard College at Big Spri	8	2.6%	1.4%
TX A&M Univ. Col. Of Vet.	5	1.6%	0.9%

CONCENTRATION

Program of Study		Frequency	
Program/Major	Number enrolled	Percent of all enrolled	Percent of cohort
Multi/Interdisciplinary	22	7.1%	3.9%
Biology, General	21	6.7%	3.8%
Business, General	21	6.7%	3.8%
Liberal Arts/Sciences	19	6.1%	3.4%
Biological/Phys. Sci.	12	3.8%	2.1%
Bus. Admin & Mgmt	11	3.5%	2.0%
Nursing (RN Training)	11	3.5%	2.0%
Psychology, General	8	2.6%	1.4%

Report Card on STC Student Survey

1996-1997 Senior Exit Cohort

Gulf Coast ISD Respondents

Points of reference: "Primarily Academic" is an identifier used by the TxSOICC to describe the PEIMS Career and Technology Education (CATE) Indicator Codes "0" (no participation in CATE courses and "1" (elective participation in CATE courses) to record information relating to school-based, non-occupationally specific data. Data relating to a coherent sequence of school-based, occupationally specific courses and/or work-based courses and activities are reported under codes "2" and "3" in PEIMS. Individuals continuing their education at a higher level may not be able to work full-time. Therefore, numbers, percentages, and average earnings of those working only are displayed separately in the shaded boxes from those working and going to school at the same time. Subgroups are combined respectively in the unshaded cells to the immediate right and are not double counted in totals in the right-most column. Persons identified as incarcerated (N=0) through linkage with Texas Department of Criminal Justice (TDCJ) records are excluded from these data. In the target quarter, the federal definition of poverty for an individual supporting no other dependents = $1,995 per quarter. Full-time employment at minimum wage = $2,678 per quarter.

PEIMS Career and Technology Indicator Code	Working: Full-time/Part-time					
	Working Only		Average Quarterly Earnings	& Continuing Education at a Higher Level		Average Quarterly Earnings
	N	%		N	%	
(0 & 1) Primarily Academic	38	19.19%	$1,773	67	33.84%	$1,355
(2) Coherent Sequence	16	30.77%	$2,747	17	32.69%	$1,467
(3) Approved Tech Prep	8	16.00%	$2,060	24	48.00%	$1,738
TOTAL	62	20.67%	$2,066	108	36.00%	$1,458

All Working			Continuing Education at a Higher Level Only		Not Verified (Not Located)		Total Usable Records	
Working and Continuing Educ. at a Higher Level		Average Quarterly Earnings						
N	%		N	%	N	%	N	%
105	53.03%	$1,582	55	27.78%	38	19.19%	198	66.00%
33	63.46%	$2,212	11	21.15%	8	15.38%	52	17.33%
32	64.00%	$1,900	14	28.00%	4	8.00%	50	16.67%
170	56.67%	$1,790	80	26.67%	50	16.67%	300	100.00%

Note: Quarterly earnings for postal employees and military personnel not provided and therefore not included. Quarterly earnings for Civil Service was deduced from the annual salary provided in the OPM records.

All WORKING

There were 170 individuals identified in available public database records who were employed. This number represents 56.7% of the students comprising this exit cohort. Of those individuals not identified in the Texas UI wage records as being employed during the 4th quarter of 1997, the seed records provided by TEA were linked electronically to the public databases displayed to identify additional members of the exit cohort.

Link	N	%
TWC UI Wage Records	169	99.4%
Department of Defense Records	1	0.6%
Postal Service Records	0	0.0%
OPM (Civil Service) Records	0	0.0%
Total Employed	170	100.0%

Working = located in Texas UI wage record for target quarter (4th quarter earnings > $0), or through linkages to military (DoD), federal civil service (OPM), or Postal Service (USPS) records.

CONTINUING EDUCATION AT A HIGHER LEVEL IN A PUBLIC INSTITUTION IN TEXAS

According to record linkages with master enrollment file of the Texas higher Education Coordinating Board, 188 persons were identified as being enrolled in a public postsecondary institution in Texas. This number represents 62.7% of the exiters comprising this exit cohort. Of those individuals identified as continuing their education at a higher level, the seed records reflect the following types of postsecondary institutions in which individuals were enrolled during the Fall semester (4th Quarter) of 1997.

Type of Public Institution	N	%
Community and/or Technical Colleges	86	45.74%
Universities	99	52.66%
Health Science Centers	3	1.60%
Total Continuing Education	188	100.00%

Continuing Education = located through record linkages to the Coordinating Board's master enrollment (Transfer FICE not "000000").

EMPLOYMENT

Industry of Employment		Frequency	
Industry Sector	Number Employed	Percent of All Employed	Percent of Cohort
1. Eating and Drinking Places	21	12.35%	7.00%
2. Grocery Stores	17	10.00%	5.67%
3. Help Supply Services	11	6.47%	3.67%
4. Departtment Stores	7	4.12%	2.33%
5. Drug/Proprietary Stores	7	4.12%	2.33%
6. Colleges/Univ/Prof. Schools	6	3.53%	2.00%
7. Family Clothing Stores	6	3.53%	2.00%
8. Misc. Retail Stores, NEC	5	2.94%	1.67%

CONTINUATION

Public Postsecondary Enrollment		Frequency	
Postsecondary Institution of Record	Number Enrolled	Percent of all Continuing Education	Percent of cohort
The Victoria College	38	20.2%	12.7%
University of Houston	25	13.3%	8.3%
Houston Community College	19	10.1%	6.3%
Texas A&M University	13	6.9%	4.3%
Lamar University at Beaumon	11	5.9%	3.7%
University of Texas at Austin	10	5.3%	3.3%
College of the Mainland	9	4.8%	3.0%
Univ. of Houston - Downtown	9	4.8%	3.0%

CONCENTRATION

Program of Study		Frequency	
Program/Major	Number enrolled	Percent of all enrolled	Percent of cohort
Nursing (RN Training)	11	5.9%	3.7%
Business, General	10	5.3%	3.3%
Bus. Admin. & Mgmt.	9	4.8%	3.0%
Biology, General	8	4.3%	2.7%
Liberal Arts/Science	7	3.7%	2.3%
Multi/Interdisciplinary	7	3.7%	2.3%
Biological/Phys. Sci	5	2.7%	1.7%
Music, General	5	2.7%	1.7%

Report Card on STC Student Survey

1996-1997 Senior Exit Cohort

Far West ISD Respondents

Points of reference: "Primarily Academic" is an identifier used by the TxSOICC to describe the PEIMS Career and Technology Education (CATE) Indicator Codes "0" (no participation in CATE courses) and "1" (elective participation in CATE courses) to record information relating to school-based, non-occupationally specific data. Data relating to a coherent sequence of school-based, occupationally specific courses and/or work-based courses and activities are reported under codes "2" and "3" in PEIMS. Individuals continuing their education at a higher level may not be able to work full-time. Therefore, numbers, percentages, and average earnings of those working only are displayed separately in the shaded boxes from those working and going to school at the same time. Subgroups are combined respectively in the unshaded cells to the immediate right and are not double counted in totals in the right-most column. Persons identified as incarcerated (N=0) through linkage with Texas Department of Criminal Justice (TDCJ) records are excluded from these data. In the target quarter, the federal definition of poverty for an individual supporting no other dependents = $1,995 per quarter. Full-time employment at minimum wage = $2,678 per quarter.

PEIMS Career and Technology Indicator Code	Working: Full-time/Part-time					
	Working Only		Average Quarterly Earnings	& Continuing Education at a Higher Level		Average Quarterly Earnings
	N	%		N	%	
(0 & 1) Primarily Academic	31	18.79%	$1,820	40	24.24%	$1,260
(2) Coherent Sequence	26	25.24%	$1,744	28	27.18%	$1,490
(3) Approved Tech Prep	7	10.29%	$2,134	22	32.35%	$1,232
TOTAL	64	19.05%	$1,823	90	26.79%	$1,325

All Working			Continuing Education at a Higher Level Only		Not Verified (Not Located)		Total Usable Records	
Working and Continuing Educ. at a Higher Level		Average Quarterly Earnings						
N	%		N	%	N	%	N	%
71	43.03%	$1,565	45	27.27%	49	29.70%	165	49.11%
54	52.43%	$1,638	28	27.18%	21	20.39%	103	30.65%
29	42.65%	$1,684	18	26.47%	21	30.88%	68	20.24%
154	45.83%	$1,597	91	27.08%	91	27.08%	336	100.00%

Note: Quarterly earnings for postal employees and military personnel not provided and therefore not included. Quarterly earnings for Civil Service was deduced from the annual salary provided in the OPM records.

All WORKING

There were 154 individuals identified in available public database records who were employed. This number represents 45.8% of the students comprising this exit cohort. Of those individuals not identified in the Texas U/I wage records as being employed during the 4th quarter of 1997, the seed records provided by TEA were linked electronically to the public databases displayed to identify additional members of the exit cohort.

Link	N	%
TWC UI Wage Records	152	98.7%
Department of Defense Records	1	0.6%
Postal Service Records	0	0.0%
OPM (Civil Service) Records	1	0.6%
Total Employed	154	100.0%

Working = located in Texas UI wage record for target quarter (4th quarter earnings > $0), or through linkages to military (DoD), federal civil service (OPM), or Postal Service (USPS) records.

CONTINUING EDUCATION AT A HIGHER LEVEL IN A PUBLIC INSTITUTION IN TEXAS

According to record linkages with master enrollment file of the Texas higher Education Coordinatin Board, 181 persons were identified as being enrolled in a public postsecondary institution in Texas. This number represents 53.9% of the exiters comprising this exit cohort. Of those individuals identified as continuing their education at a higher level, the seed records reflect the following types of po secondary institutions in which individuals were enrolled during the Fall semester (4th Quarter) of 19

Type of Public Institution	N	%
Community and/or Technical Colleges	91	50.28%
Universities	89	49.17%
Health Science Centers	1	0.55%
Total Continuing Education	181	100.00%

Continuing Education = located through record linkages to the Coordinating Board's master enroll (Transfer FICE not "000000").

EMPLOYMENT

Industry of Employment	Frequency		
Industry Sector	Number Employed	Percent of All Employed	Percent of Cohort
1. Eating and Drinking Places	39	25.32%	11.61%
2. Grocery Stores	10	6.49%	2.98%
3. Department Stores	9	5.84%	2.68%
4. Help Supply Services	9	5.84%	2.68%
5. Business Services, NEC	5	3.25%	1.49%
6. Colleges/Univ/Prof. Schools	5	3.25%	1.49%
7. Gen. Med/Surgical Hospitals	4	2.60%	1.19%
8. Photo Studios, Portrait	4	2.60%	1.19%

CONTINUATION

Public Postsecondary Enrollment	Frequency		
Postsecondary Institution of Record	Number Enrolled	Percent of all Continuing Education	Percent of cohort
El Paso Comm. Coll. Dist.	90	49.7%	26.8%
University of Texas at El Pas	67	37.0%	19.9%
University of Texas at Austin	7	3.9%	2.1%
Texas Tech University	5	2.8%	1.5%
SW Texas State University	4	2.2%	1.2%
Texas A&M University	4	2.2%	1.2%
Univ. of Texas at San Antoni	2	1.1%	0.6%
Brookhaven College (DCCC	1	0.6%	0.3%

CONCENTRATION

Program of Study	Frequency		
Program/Major	Number enrolled	Percent of all enrolled	Percent of cohort
Liberal Arts/Sciences	25	13.8%	7.4%
Biological/Phys. Sci.	18	9.9%	5.4%
Nursing (RN Training)	14	7.7%	4.2%
Bus. Admin. & Mgmt.	12	6.6%	3.6%
Elem. Teacher Ed.	10	5.5%	3.0%
Engineering, General	10	5.5%	3.0%
Psychology, General	9	5.0%	2.7%
Business, General	8	4.4%	2.4%

Report Card on STC Student Survey

1996-1997 Senior Exit Cohort

North Texas ISD Respondents

Points of reference: "Primarily Academic" is an identifier used by the TxSOICC to describe the PEIMS Career and Technology Education (CATE) Indicator Codes "0" (no participation in CATE courses) and "1" (elective participation in CATE courses) to record information relating to school-based, non-occupationally specific data. Data relating to a coherent sequence of school-based, occupationally specific courses and/or work-based courses and activities are reported under codes "2" and "3" in PEIMS. Individuals continuing their education at a higher level may not be able to work full-time. Therefore, numbers, percentages, and average earnings of those working only are displayed separately in the shaded boxes from those working and going to school at the same time. Subgroups are combined respectively in the unshaded cells to the immediate right and are not double counted in totals in the right-most column. Persons identified as incarcerated (N=1) through linkage with Texas Department of Criminal Justice (TDCJ) records are excluded from these data. In the target quarter, the federal definition of poverty for an individual supporting no other dependents = $1,995 per quarter. Full-time employment at minimum wage = $2,678 per quarter.

PEIMS Career and Technology Indicator Code	Working: Full-time/Part-time					
	Working Only		Average Quarterly Earnings	& Continuing Education at a Higher Level		Average Quarterly Earnings
	N	%		N	%	
(0 & 1) Primarily Academic	141	29.50%	$2,168	158	33.05%	$1,892
(2) Coherent Sequence	29	33.33%	$2,731	30	34.48%	$2,089
(3) Approved Tech Prep	7	20.59%	$3,611	14	41.18%	$2,263
TOTAL	177	29.55%	$2,313	202	33.72%	$1,947

All Working			Continuing Education at a Higher Level Only		Not Verified (Not Located)		Total Usable Records	
Working and Continuing Educ. at a Higher Level		Average Quarterly Earnings						
N	%		N	%	N	%	N	%
299	62.55%	$2,042	88	18.41%	91	19.04%	478	79.80%
59	67.82%	$2,463	13	14.94%	15	17.24%	87	14.52%
21	61.76%	$2,939	4	11.76%	9	26.47%	34	5.68%
379	63.27%	$2,147	105	17.53%	115	19.20%	599	100.00%

Note: Quarterly earnings for postal employees and military personnel not provided and therefore not included. Quarterly earnings for Civil Service was deduced from the annual salary provided in the OPM records.

All WORKING

There were 379 individuals identified in available public database records who were employed. This number represents 62.3% of the students comprising this exit cohort. Of those individuals not identified in the Texas UI wage records as being employed during the 4th quarter of 1997, the seed records provided by TEA were linked electronically to the public databases displayed to identify additional members of the exit cohort.

Link	N	%
TWC UI Wage Records	374	98.7%
Department of Defense Records	5	1.3%
Postal Service Records	0	0.0%
OPM (Civil Service) Records	0	0.0%
Total Employed	379	100.0%

Working = located in Texas UI wage record for target quarter (4th quarter earnings > $0), or through linkages to military (DoD), federal civil service (OPM), or Postal Service (USPS) records.

CONTINUING EDUCATION AT A HIGHER LEVEL IN A PUBLIC INSTITUTION IN TEXAS

According to record linkages with master enrollment file of the Texas higher Education Coordinatin Board, 307 persons were identified as being enrolled in a public postsecondary institution in Texas. This number represents 51.3% of the exiters comprising this exit cohort. Of those individuals identified as continuing their education at a higher level, the seed records reflect the following types of pos secondary institutions in which individuals were enrolled during the Fall semester (4th Quarter) of 199

Type of Public Institution	N	%
Community and/or Technical Colleges	169	55.05%
Universities	138	44.95%
Health Science Centers	0	0.00%
Total Continuing Education	307	100.00%

Continuing Education = located through record linkages to the Coordinating Board's master enrollm (Transfer FICE not "000000").

EMPLOYMENT

Industry of Employment		Frequency	
Industry Sector	Number Employed	Percent of All Employed	Percent of Cohort
1. Eating and Drinking Places	48	12.66%	8.01%
2. Grocery Stores	24	6.33%	4.01%
3. Department Stores	22	5.80%	3.67%
4. Help Supply Services	22	5.80%	3.67%
5. Business Services, NEC	9	2.37%	1.50%
6. Radio/TV/Consumer Electronics	9	2.37%	1.50%
7. Child Day Care Services	8	2.11%	1.34%
8. Drug/Proprietary Stores	8	2.11%	1.34%

CONTINUATION

Public Postsecondary Enrollment		Frequency	
Postsecondary Institution of Record	Number Enrolled	Percent of all Continuing Education	Percent of cohort
University of North Texas	43	14.0%	7.2%
North Lake College (DCCCD	24	7.8%	4.0%
Tarrant Co. South Campus	24	7.8%	4.0%
University of Texas at Austin	20	6.5%	3.3%
Tarrant Co., NW Campus	18	5.9%	3.0%
Collin Co. Comm. Coll. Dist.	15	4.9%	2.5%
Texas A&M University	15	4.9%	2.5%
Texas Tech University	14	4.6%	2.3%

CONCENTRATION

Program of Study		Frequency	
Program/Major	Number enrolled	Percent of all enrolled	Percent of cohort
Liberal Arts/Sciences	30	9.8%	5.0%
Business, General	20	6.5%	3.3%
Bus. Admin. & Mgmt.	14	4.6%	2.3%
Psychology, General	13	4.2%	2.2%
Biology, General	11	3.6%	1.8%
General Studies	11	3.6%	1.8%
Nursing (RN Training)	9	2.9%	1.5%
Physical Therapy	7	2.3%	1.2%

Report Card on STC Student Survey

1996-1997 Senior Exit Cohort

Panhandle ISD Respondents

Points of reference: "Primarily Academic" is an identifier used by the TxSOICC to describe the PEIMS Career and Technology Education (CATE) Indicator Codes "0" (no participation in CATE courses) and "1" (elective participation in CATE courses) to record information relating to school-based, non-occupationally specific data. Data relating to a coherent sequence of school-based, occupationally specific courses and/or work-based courses and activities are reported under codes "2" and "3" in PEIMS. Individuals continuing their education at a higher level may not be able to work full-time. Therefore, numbers, percentages, and average earnings of those working only are displayed separately in the shaded boxes from those working and going to school at the same time. Subgroups are combined respectively in the unshaded cells to the immediate right and are not double counted in totals in the right-most column. Persons identified as incarcerated (N=0) through linkage with Texas Department of Criminal Justice (TDCJ) records are excluded from these data. In the target quarter, the federal definition of poverty for an individual supporting no other dependents = $1,995 per quarter. Full-time employment at minimum wage = $2,678 per quarter.

PEIMS Career and Technology Indicator Code	Working: Full-time/Part-time					
	Working Only		Average Quarterly Earnings	& Continuing Education at a Higher Level		Average Quarterly Earnings
	N	%		N	%	
(0 & 1) Primarily Academic	2	50.00%	$1,722	2	50.00%	$1,525
(2) Coherent Sequence	13	29.55%	$1,588	21	47.73%	$1,850
(3) Approved Tech Prep	6	12.24%	$1,846	28	57.14%	$1,769
TOTAL	21	21.65%	$1,674	51	52.58%	$1,792

All Working			Continuing Education at a Higher Level Only		Not Verified (Not Located)		Total Usable Records	
Working and Continuing Educ. at a Higher Level		Average Quarterly Earnings						
N	%		N	%	N	%	N	%
4	100.00%	$1,632	0	0.00%	0	0.00%	4	4.12%
34	77.27%	$1,697	2	4.55%	8	18.18%	44	45.36%
34	69.39%	$1,807	7	14.29%	8	16.33%	49	50.52%
72	74.23%	$1,728	9	9.28%	16	16.49%	97	100.00%

Note: Quarterly earnings for postal employees and military personnel not provided and therefore not included. Quarterly earnings for Civil Service was deduced from the annual salary provided in the OPM records.

All Working

There were 72 individuals identified in available public database records who were employed. This number represents 74.2% of the students comprising this exit cohort. Of those individuals not identified in the Texas UI wage records as being employed during the 4th quarter of 1997, the seed records provided by TEA were linked electronically to the public databases displayed to identify additional members of the exit cohort.

Link	N	%
TWC UI Wage Records	72	100.0%
Department of Defense Records	0	0.0%
Postal Service Records	0	0.0%
OPM (Civil Service) Records	0	0.0%
Total Employed	72	100.0%

Working = located in Texas UI wage record for target quarter (4th quarter earnings > $0), or through linkages to military (DoD), federal civil service (OPM), or Postal Service (USPS) records.

Continuing Education at a Higher Level in a Public Institution in Texas

According to record linkages with master enrollment file of the Texas higher Education Coordinatin Board, 60 persons were identified as being enrolled in a public postsecondary institution in Texas. This number represents 61.9% of the exiters comprising this exit cohort. Of those individuals identified as continuing their education at a higher level, the seed records reflect the following types of pos secondary institutions in which individuals were enrolled during the Fall semester (4th Quarter) of 199

Type of Public Institution	N	%
Community and/or Technical Colleges	44	73.33%
Universities	16	26.67%
Health Science Centers	0	0.00%
Total Continuing Education	60	100.00%

Continuing Education = located through record linkages to the Coordinating Board's master enrollm (Transfer FICE not "000000").

Employment

Industry of Employment		Frequency	
Industry Sector	Number Employed	Percent of All Employed	Percent of Cohort
1. Eating and Drinking Places	14	19.44%	14.43%
2. Colleges/Univ/Prof. Schools	5	6.94%	5.15%
3. Family Clothing Stores	4	5.56%	4.12%
4. Business Services, NEC	3	4.17%	3.09%
5. Child Day Care Services	3	4.17%	3.09%
6. Life Insurance	3	4.17%	3.09%
7. Drug/Proprietary Stores	2	2.78%	2.06%
8. Elem/Secondary Schools	2	2.78%	2.06%

Continuation

Public Postsecondary Enrollment		Frequency	
Postsecondary Institution of Record	Number Enrolled	Percent of all Continuing Education	Percent of cohort
Amarillo College	43	71.7%	44.3%
West Texas A&M University	10	16.7%	10.3%
Texas Tech University	3	5.0%	3.1%
Navarro College	1	1.7%	1.0%
Sul Ross State University	1	1.7%	1.0%
Texas A&M University	1	1.7%	1.0%
University of North Texas	1	1.7%	1.0%
		0.0%	0.0%

Concentration

Program of Study		Frequency	
Program/Major	Number enrolled	Percent of all enrolled	Percent of cohort
General Studies	10	16.7%	10.3%
Pre-Medicine Studies	4	6.7%	4.1%
Bus. Admin. & Mgmt.	3	5.0%	3.1%
Acct. Technician	2	3.3%	2.1%
Admin. Assistant	2	3.3%	2.1%
Architecture	2	3.3%	2.1%
Computer Program	2	3.3%	2.1%
Health/Phys. Ed.	2	3.3%	2.1%

Report Card on STC Student Survey

1996-1997 Senior Exit Cohort

Valley Respondents

Points of reference: "Primarily Academic" is an identifier used by the TxSOICC to describe the PEIMS Career and Technology Education (CATE) Indicator Codes "0" (no participation in CATE course and "1" (elective participation in CATE courses) to record information relating to school-based, non-occupationally specific data. Data relating to a coherent sequence of school-based, occupationally specific courses and/or work-based courses and activities are reported under codes "2" and "3" in PEIMS. Individuals continuing their education at a higher level may not be able to work full-time. Ther fore, numbers, percentages, and average earnings of those working only are displayed separately in the shaded boxes from those working and going to school at the same time. Subgroups are combined respectively in the unshaded cells to the immediate right and are not double counted in totals in the right-most column. Persons identified as incarcerated (N=0) through linkage with Texas Departmen of Criminal Justice (TDCJ) records are excluded from these data. In the target quarter, the federal definition of poverty for an individual supporting no other dependents = $1,995 per quarter. Full-time employment at minimum wage = $2,678 per quarter.

PEIMS Career and Technology Indicator Code	Working: Full-time/Part-time						All Working			Continuing Education at a Higher Level Only		Not Verified (Not Located)		Total Usable Records	
	Working Only		Average Quarterly Earnings	& Continuing Education at a Higher Level		Average Quarterly Earnings	Working and Continuing Educ. at a Higher Level		Average Quarterly Earnings						
	N	%		N	%		N	%		N	%	N	%	N	%
(0 & 1) Primarily Academic	19	14.84%	$1,898	45	35.16%	$1,566	64	50.00%	$1,747	44	34.38%	20	15.63%	128	88.89%
(2) Coherent Sequence	0	0.00%	$0	0	0.00%	$0	0	0.00%	$0	1	100.00%	0	0.00%	1	0.69%
(3) Approved Tech Prep	1	6.67%	$1,695	4	26.67%	$1,327	5	33.33%	$1,511	9	60.00%	1	6.67%	15	10.42%
TOTAL	20	13.89%	$1,888	49	34.03%	$1,546	69	47.92%	$1,733	54	37.50%	21	14.58%	144	100.00%

Note: Quarterly earnings for postal employees and military personnel not provided and therefore not included. Quarterly earnings for Civil Service was deduced from the annual salary provided in the OPM records.

All WORKING

There were 69 individuals identified in available public database records who were employed. This number represents 47.9% of the students comprising this exit cohort. Of those individuals not identified in the Texas UI wage records as being employed during the 4th quarter of 1997, the seed records provided by TEA were linked electronically to the public databases displayed to identify additional members of the exit cohort.

Link	N	%
TWC UI Wage Records	68	98.6%
Department of Defense Records	0	0.0%
Postal Service Records	0	0.0%
OPM (Civil Service) Records	1	1.4%
Total Employed	69	100.0%

Working = located in Texas UI wage record for target quarter (4th quarter earnings > $0), or through linkages to military (DoD), federal civil service (OPM), or Postal Service (USPS) records.

CONTINUING EDUCATION AT A HIGHER LEVEL IN A PUBLIC INSTITUTION IN TEXAS

According to record linkages with master enrollment file of the Texas higher Education Coordinating Board, 103 persons were identified as being enrolled in a public postsecondary institution in Texas. This number represents 71.5% of the exiters comprising this exit cohort. Of those individuals identified as continuing their education at a higher level, the seed records reflect the following types of postsecondary institutions in which individuals were enrolled during the Fall semester (4th Quarter) of 1997.

Type of Public Institution	N	%
Community and/or Technical Colleges	80	77.67%
Universities	23	22.33%
Health Science Centers	0	0.00%
Total Continuing Education	103	100.00%

Continuing Education = located through record linkages to the Coordinating Board's master enrollmen (Transfer FICE not "000000").

EMPLOYMENT

Industry of Employment		Frequency	
Industry Sector	Number Employed	Percent of All Employed	Percent of Cohort
1. Eating and Drinking Places	11	15.94%	7.64%
2. Department Stores	7	10.14%	4.86%
3. Family Clothing Stores	6	8.70%	4.17%
4. Elem/Secondary Schools	5	7.25%	3.47%
5. Grocery Stores	5	7.25%	3.47%
6. Help Supply Services	3	4.35%	2.08%
7. Freight/Cargo Transportation	2	2.90%	1.39%
8. Child Day Care Services	2	2.90%	1.39%

CONTINUATION

Public Postsecondary Enrollment		Frequency	
Postsecondary Institution of Record	Number Enrolled	Percent of all Continuing Education	Percent of cohort
Laredo Community College	73	70.9%	50.7%
Texas A&M International Uni	9	8.7%	6.3%
Univ. of Texas Pan American	6	5.8%	4.2%
South Texas Community Coll	4	3.9%	2.8%
University of Texas at Austin	3	2.9%	2.1%
Bee County College	2	1.9%	1.4%
TX A&M Univ. - Kingsville	2	1.9%	1.4%
TX A&M Univ. - Corpus Chri	1	1.0%	0.7%

CONCENTRATION

Program of Study		Frequency	
Program/Major	Number enrolled	Percent of all enrolled	Percent of cohort
Criminal Justice Stud.	9	8.7%	6.3%
Elem. Teacher Ed.	8	7.8%	5.6%
Nursing (RN Training)	8	7.8%	5.6%
Psychology, General	8	7.8%	5.6%
Accounting	6	5.8%	4.2%
Pre-Medicine Studies	6	5.8%	4.2%
History, General	4	3.9%	2.8%
Bus. Admin & Mgmt.	3	2.9%	2.1%

Report Card on STC Student Survey

1996-1997 Senior Exit Cohort

Urban ISD Respondents

Points of reference: "Primarily Academic" is an identifier used by the TxSOICC to describe the PEIMS Career and Technology Education (CATE) Indicator Codes "0" (no participation in CATE courses and "1" (elective participation in CATE courses) to record information relating to school-based, non-occupationally specific data. Data relating to a coherent sequence of school-based, occupationally specific courses and/or work-based courses and activities are reported under codes "2" and "3" in PEIMS. Individuals continuing their education at a higher level may not be able to work full-time. Therefore, numbers, percentages, and average earnings of those working only are displayed separately in the shaded boxes from those working and going to school at the same time. Subgroups are combined respectively in the unshaded cells to the immediate right and are not double counted in totals in the right-most column. Persons identified as incarcerated (N=1) through linkage with Texas Department of Criminal Justice (TDCJ) records are excluded from these data. In the target quarter, the federal definition of poverty for an individual supporting no other dependents = $1,995 per quarter. Full-time employment at minimum wage = $2,678 per quarter.

PEIMS Career and Technology Indicator Code	Working: Full-time/Part-time					
	Working Only		Average Quarterly Earnings	& Continuing Education at a Higher Level		Average Quarterly Earnings
	N	%		N	%	
(0 & 1) Primarily Academic	214	25.54%	$2,106	245	29.24%	$1,688
(2) Coherent Sequence	66	31.28%	$2,288	60	28.44%	$1,758
(3) Approved Tech Prep	29	18.83%	$2,453	56	36.36%	$1,440
TOTAL	309	25.69%	$2,177	361	30.01%	$1,661

All Working			Continuing Education at a Higher Level Only		Not Verified (Not Located)		Total Usable Records	
Working and Continuing Educ. at a Higher Level		Average Quarterly Earnings						
N	%		N	%	N	%	N	%
459	54.77%	$1,915	186	22.20%	193	23.03%	838	69.66%
126	59.72%	$2,067	43	20.38%	42	19.91%	211	17.54%
85	55.19%	$1,948	40	25.97%	29	18.83%	154	12.80%
670	55.69%	$1,943	269	22.36%	264	21.95%	1,203	100.00%

Note: Quarterly earnings for postal employees and military personnel not provided and therefore not included. Quarterly earnings for Civil Service was deduced from the annual salary provided in the OPM records.

ALL WORKING

There were 670 individuals identified in available public database records who were employed. This number represents 55.7% of the students comprising this exit cohort. Of those individuals not identified in the Texas UI wage records as being employed during the 4th quarter of 1997, the seed records provided by TEA were linked electronically to the public databases displayed to identify additional members of the exit cohort.

Link	N	%
TWC UI Wage Records	664	99.1%
Department of Defense Records	5	0.7%
Postal Service Records	0	0.0%
OPM (Civil Service) Records	1	0.1%
Total Employed	670	100.0%

Working = located in Texas UI wage record for target quarter (4th quarter earnings > $0), or through linkages to military (DoD), federal civil service (OPM), or Postal Service (USPS) records.

CONTINUING EDUCATION AT A HIGHER LEVEL IN A PUBLIC INSTITUTION IN TEXAS

According to record linkages with master enrollment file of the Texas higher Education Coordinating Board, 630 persons were identified as being enrolled in a public postsecondary institution in Texas. This number represents 52.4% of the exiters comprising this exit cohort. Of those individuals identified as continuing their education at a higher level, the seed records reflect the following types of postsecondary institutions in which individuals were enrolled during the Fall semester (4th Quarter) of 1997.

Type of Public Institution	N	%
Community and/or Technical Colleges	291	46.19%
Universities	335	53.17%
Health Science Centers	4	0.63%
Total Continuing Education	630	100.00%

Continuing Education = located through record linkages to the Coordinating Board's master enrollment (Transfer FICE not "000000").

EMPLOYMENT

Industry of Employment	Frequency		
Industry Sector	Number Employed	Percent of All Employed	Percent of Cohort
1. Eating and Drinking Places	106	15.82%	8.81%
2. Help Supply Services	42	6.27%	3.49%
3. Department Stores	40	5.97%	3.33%
4. Grocery Stores	39	5.82%	3.24%
5. Drug/Proprietary Stores	18	2.69%	1.50%
6. Colleges/Univ/Prof. Schools	16	2.39%	1.33%
7. Business Services, NEC	13	1.94%	1.08%
8. Family Clothing Stores	13	1.94%	1.08%

CONTINUATION

Public Postsecondary Enrollment	Frequency		
Postsecondary Institution of Record	Number Enrolled	Percent of all Continuing Education	Percent of cohort
University of Texas at Austin	91	14.4%	7.6%
El Paso Community Coll. Dist	90	14.3%	7.5%
University of Texas at El Paso	67	10.6%	5.6%
Austin Community College	55	8.7%	4.6%
Texas A&M University	28	4.4%	2.3%
University of Houston	27	4.3%	2.2%
University of North Texas	25	4.0%	2.1%
Tarrant Co. South Campus	24	3.8%	2.0%

CONCENTRATION

Program of Study	Frequency		
Program/Major	Number enrolled	Percent of all enrolled	Percent of cohort
Liberal Arts/Sciences	56	8.9%	4.7%
Bus. Admin. & Mgmt.	34	5.4%	2.8%
Business, General	34	5.4%	2.8%
Nursing (RN Training)	32	5.1%	2.7%
Biological/Phys. Sci.	30	4.8%	2.5%
Biology, General	26	4.1%	2.2%
Psychology, General	24	3.8%	2.0%
Computer Info. Sci.	14	2.2%	1.2%

Points of reference: "Primarily Academic" is an identifier used by the TxSOICC to describe the PEIMS Career and Technology Education (CATE) Indicator Codes "0" (no participation in CATE cours and "1" (elective participation in CATE courses) to record information relating to school-based, non-occupationally specific data. Data relating to a coherent sequence of school-based, occupationally specific courses and/or work-based courses and activities are reported under codes "2" and "3" in PEIMS. Individuals continuing their education at a higher level may not be able to work full-time. Ther fore, numbers, percentages, and average earnings of those working only are displayed separately in the shaded boxes from those working and going to school at the same time. Subgroups are combine respectively in the unshaded cells to the immediate right and are not double counted in totals in the right-most column. Persons identified as incarcerated (N=0) through linkage with Texas Departme of Criminal Justice (TDCJ) records are excluded from these data. In the target quarter, the federal definition of poverty for an individual supporting no other dependents = $1,995 per quarter. Full-tim employment at minimum wage = $2,678 per quarter.

PEIMS Career and Technology Indicator Code	Working: Full-time/Part-time					
	Working Only		Average Quarterly Earnings	& Continuing Education at a Higher Level		Average Quarterly Earnings
	N	%		N	%	
(0 & 1) Primarily Academic	94	19.96%	$1,957	165	35.03%	$1,504
(2) Coherent Sequence	44	30.56%	$2,324	59	40.97%	$1,558
(3) Approved Tech Prep	54	17.36%	$2,268	130	41.80%	$1,730
TOTAL	192	20.73%	$2,128	354	38.23%	$1,596

All Working			Continuing Education at a Higher Level Only		Not Verified (Not Located)		Total Usable Records	
Working and Continuing Educ. at a Higher Level		Average Quarterly Earnings						
N	%		N	%	N	%	N	%
259	54.99%	$1,751	134	28.45%	78	16.56%	471	50.86%
103	71.53%	$2,003	22	15.28%	19	13.19%	144	15.55%
184	59.16%	$1,999	76	24.44%	51	16.40%	311	33.59%
546	58.96%	$1,887	232	25.05%	148	15.98%	926	100.00%

Note: Quarterly earnings for postal employees and military personnel not provided and therefore not included. Quarterly earnings for Civil Service was deduced from the annual salary provided in the OPM records.

All WORKING

There were 546 individuals identified in available public database records who were employed. This number represents 59.0% of the students comprising this exit cohort. Of those individuals not identified in the Texas UI wage records as being employed during the 4th quarter of 1997, the seed records provided by TEA were linked electronically to the public databases displayed to identify additional members of the exit cohort.

Link	N	%
TWC UI Wage Records	540	98.9%
Department of Defense Records	5	0.9%
Postal Service Records	0	0.0%
OPM (Civil Service) Records	1	0.2%
Total Employed	546	100.0%

Working = located in Texas UI wage record for target quarter (4th quarter earnings > $0), or through linkages to military (DoD), federal civil service (OPM), or Postal Service (USPS) records.

CONTINUING EDUCATION AT A HIGHER LEVEL IN A PUBLIC INSTITUTION IN TEXAS

According to record linkages with master enrollment file of the Texas higher Education Coordinating Board, 586 persons were identified as being enrolled in a public postsecondary institution in Texas. This number represents 63.3% of the exiters comprising this exit cohort. Of those individuals identified as continuing their education at a higher level, the seed records reflect the following types of postsecondary institutions in which individuals were enrolled during the Fall semester (4th Quarter) of 1997.

Type of Public Institution	N	%
Community and/or Technical Colleges	308	52.56%
Universities	271	46.25%
Health Science Centers	7	1.19%
Total Continuing Education	586	100.00%

Continuing Education = located through record linkages to the Coordinating Board's master enrollme (Transfer FICE not "000000").

EMPLOYMENT

Industry of Employment		Frequency	
Industry Sector	Number Employed	Percent of All Employed	Percent of Cohort
1. Eating and Drinking Places	87	15.93%	9.40%
2. Grocery Stores	54	9.89%	5.83%
3. Department Stores	34	6.23%	3.67%
4. Help Supply Services	26	4.76%	2.81%
5. Business Services, NEC	25	4.58%	2.70%
6. Family Clothing Stores	20	3.66%	2.16%
7. Colleges/Univ/Prof. Schools	16	2.93%	1.73%
8. Elem/Secondary Schools	14	2.56%	1.51%

CONTINUATION

Public Postsecondary Enrollment		Frequency	
Postsecondary Institution of Record	Number Enrolled	Percent of all Continuing Education	Percent of cohort
Laredo Community College	73	12.5%	7.9%
University of Texas at Austin	57	9.7%	6.2%
Angelo State University	48	8.2%	5.2%
Amarillo College	43	7.3%	4.6%
Texas A&M University	42	7.2%	4.5%
The Victoria College	38	6.5%	4.1%
Central Texas College	33	5.6%	3.6%
Austin Community College	31	5.3%	3.3%

CONCENTRATION

Program of Study		Frequency	
Program/Major	Number enrolled	Percent of all enrolled	Percent of cohort
Liberal Arts/Science	33	5.6%	3.6%
General Studies	30	5.1%	3.2%
Multi/Interdisciplinary	28	4.8%	3.0%
Business, General	25	4.3%	2.7%
Nursing (RN Training)	24	4.1%	2.6%
Biology, General	22	3.8%	2.4%
Bus. Admin. & Mgmt.	22	3.8%	2.4%
Psychology, General	18	3.1%	1.9%

Report Card on STC Student Survey

1996-1997 Senior Exit Cohort

Rural ISD Respondents

Points of reference: "Primarily Academic" is an identifier used by the TxSOICC to describe the PEIMS Career and Technology Education (CATE) Indicator Codes "0" (no participation in CATE courses) and "1" (elective participation in CATE courses) to record information relating to school-based, non-occupationally specific data. Data relating to a coherent sequence of school-based, occupationally specific courses and/or work-based courses and activities are reported under codes "2" and "3" in PEIMS. Individuals continuing their education at a higher level may not be able to work full-time. Therefore, numbers, percentages, and average earnings of those working only are displayed separately in the shaded boxes from those working and going to school at the same time. Subgroups are combined respectively in the unshaded cells to the immediate right and are not double counted in totals in the right-most column. Persons identified as incarcerated (N=0) through linkage with Texas Departmen of Criminal Justice (TDCJ) records are excluded from these data. In the target quarter, the federal definition of poverty for an individual supporting no other dependents = $1,995 per quarter. Full-time employment at minimum wage = $2,678 per quarter.

PEIMS Career and Technology Indicator Code	Working: Full-time/Part-time						All Working			Continuing Education at a Higher Level Only		Not (Not Located)		Total Usable Records	
	Working Only		Average Quarterly Earnings	& Continuing Education at a Higher Level		Average Quarterly Earnings	Working and Continuing Educ. at a Higher Level		Average Quarterly Earnings						
	N	%		N	%		N	%		N	%	N	%	N	%
(0 & 1) Primarily Academic	12	33.33%	$1,702	10	27.78%	$1,633	22	61.11%	$1,671	8	22.22%	6	16.67%	36	49.32%
(2) Coherent Sequence	3	17.65%	$944	4	23.53%	$1,764	7	41.18%	$1,287	9	52.94%	1	5.88%	17	23.29%
(3) Approved Tech Prep	6	30.00%	$2,171	7	35.00%	$962	13	65.00%	$1,568	5	25.00%	2	10.00%	20	27.40%
TOTAL	21	28.77%	$1,732	21	28.77%	$1,434	42	57.53%	$1,597	22	30.14%	9	12.33%	73	100.00%

Note: Quarterly earnings for postal employees and military personnel not provided and therefore not included. Quarterly earnings for Civil Service was deduced from the annual salary provided in the OPM records.

ALL WORKING

There were 42 individuals identified in available public database records who were employed. This number represents 57.5% of the students comprising this exit cohort. Of those individuals not identified in the Texas UI wage records as being employed during the 4th quarter of 1997, the seed records provided by TEA were linked electronically to the public databases displayed to identify additional members of the exit cohort.

Link	N	%
TWC UI Wage Records	39	92.9%
Department of Defense Records	3	7.1%
Postal Service Records	0	0.0%
OPM (Civil Service) Records	0	0.0%
Total Employed	42	100.0%

Working = located in Texas UI wage record for target quarter (4th quarter earnings > $0), or through linkages to military (DoD), federal civil service (OPM), or Postal Service (USPS) records.

CONTINUING EDUCATION AT A HIGHER LEVEL IN A PUBLIC INSTITUTION IN TEXAS

According to record linkages with master enrollment file of the Texas higher Education Coordinati Board, 43 persons were identified as being enrolled in a public postsecondary institution in Texas. This number represents 58.9% of the exiters comprising this exit cohort. Of those individuals identi as continuing their education at a higher level, the seed records reflect the following types of posts dary institutions in which individuals were enrolled during the Fall semester (4th Quarter) of 1997.

Type of Public Institution	N	%
Community and/or Technical Colleges	17	39.53%
Universities	25	58.14%
Health Science Centers	1	2.33%
Total Continuing Education	43	100.00%

Continuing Education = located through record linkages to the Coordinating Board's master enroll file (Transfer FICE not "000000").

EMPLOYMENT

Industry of Employment: Industry Sector	Number Employed	Frequency: Percent of All Employed	Percent of Cohort
1. Colleges/Univ/Prof. Schools	4	9.52%	5.48%
2. Business Services, NEC	3	7.14%	4.11%
3. Eating and Drinking Places	3	7.14%	4.11%
4. Grocery Stores	3	7.14%	4.11%
5. Exec./Legislative Offices	2	4.76%	2.74%
6. Family Clothing Stores	2	4.76%	2.74%
7. Misc. Retail Stores, NEC	2	4.76%	2.74%
8. State Commercial Banks	2	4.76%	2.74%

CONTINUATION

Public Postsecondary Enrollment: Postsecondary Institution of Record	Number Enrolled	Frequency: Percent of all Continuing Education	Percent of cohort
Weatherford College	9	20.9%	12.3%
Angelo State University	8	18.6%	11.0%
Texas Tech University	7	16.3%	9.6%
Hill College	3	7.0%	4.1%
North Central Texas Colleg	3	7.0%	4.1%
Texas A&M University	3	7.0%	4.1%
Tarleton State University	2	4.7%	2.7%
McLennan Community Coll	1	2.3%	1.4%

CONCENTRATION

Program of Study: Program/Major	Number enrolled	Frequency: Percent of all enrolled	Percent of cohort
Business, General	4	9.3%	5.5%
Physical Therapy	3	7.0%	4.1%
Psychology, General	3	7.0%	4.1%
English Language/Lit.	2	4.7%	2.7%
Graphic Design/Art	2	4.7%	2.7%
Liberal Arts/Sciences	2	4.7%	2.7%
Accounting	1	2.3%	1.4%
Ag. Mechanization	1	2.3%	1.4%

Points of reference: "Primarily Academic" is an identifier used by the TxSOICC to describe the PEIMS Career and Technology Education (CATE) Indicator Codes "0" (no participation in CATE courses and "1" (elective participation in CATE courses) to record information relating to school-based, non-occupationally specific data. Data relating to a coherent sequence of school-based, occupationally specific courses and/or work-based courses and activities are reported under codes "2" and "3" in PEIMS. Individuals continuing their education at a higher level may not be able to work full-time. Therefore, numbers, percentages, and average earnings of those working only are displayed separately in the shaded boxes from those working and going to school at the same time. Subgroups are combined respectively in the unshaded cells to the immediate right and are not double counted in totals in the right-most column. Persons identified as incarcerated (N=1) through linkage with Texas Departmen of Criminal Justice (TDCJ) records are excluded from these data. In the target quarter, the federal definition of poverty for an individual supporting no other dependents = $1,995 per quarter. Full-time employment at minimum wage = $2,678 per quarter.

PEIMS Career and Technology Indicator Code	Working: Full-time/Part-time						All Working			Continuing Education at a Higher Level Only		Not Verified (Not Located)		Total Usable Records	
	Working Only		Average Quarterly Earnings	& Continuing Education at a Higher Level		Average Quarterly Earnings	Working and Continuing Educ. at a Higher Level		Average Quarterly Earnings						
	N	%		N	%		N	%		N	%	N	%	N	%
(0 & 1) Primarily Academic	275	23.71%	$2,073	362	31.21%	$1,668	637	54.91%	$1,889	277	23.88%	246	21.21%	1,160	63.63%
(2) Coherent Sequence	96	31.48%	$2,229	102	33.44%	$1,749	198	64.92%	$2,028	49	16.07%	58	19.02%	305	16.73%
(3) Approved Tech Prep	64	17.88%	$2,255	144	40.22%	$1,669	208	58.10%	$1,963	86	24.02%	64	17.88%	358	19.64%
TOTAL	435	23.86%	$2,134	608	33.35%	$1,682	1,043	57.21%	$1,929	412	22.60%	368	20.19%	1,823	100.00%

Note: Quarterly earnings for postal employees and military personnel not provided and therefore not included. Quarterly earnings for Civil Service was deduced from the annual salary provided in the OPM records.

All WORKING

There were 1,043 individuals identified in available public database records who were employed. This number represents 57.2% of the students comprising this exit cohort. Of those individuals not identified in the Texas UI wage records as being employed during the 4th quarter of 1997, the seed records provided by TEA were linked electronically to the public databases displayed to identify additional members of the exit cohort.

Link	N	%
TWC UI Wage Records	1031	98.8%
Department of Defense Records	10	1.0%
Postal Service Records	0	0.0%
OPM (Civil Service) Records	2	0.2%
Total Employed	1,043	100.0%

Working = located in Texas UI wage record for target quarter (4th quarter earnings > $0), or through linkages to military (DoD), federal civil service (OPM), or Postal Service (USPS) records.

CONTINUING EDUCATION AT A HIGHER LEVEL IN A PUBLIC INSTITUTION IN TEXAS

According to record linkages with master enrollment file of the Texas higher Education Coordinating Board, 1,020 persons were identified as being enrolled in a public postsecondary institution in Texas. This number represents 56.0% of the exiters comprising this exit cohort. Of those individuals identified as continuing their education at a higher level, the seed records reflect the following types of postsecondary institutions in which individuals were enrolled during the Fall semester (4th Quarter) of 1997.

Type of Public Institution	N	%
Community and/or Technical Colleges	518	50.78%
Universities	495	48.53%
Health Science Centers	7	0.69%
Total Continuing Education	1,020	100.00%

Continuing Education = located through record linkages to the Coordinating Board's master enrollment (Transfer FICE not "000000").

EMPLOYMENT

Industry of Employment: Industry Sector	Number Employed	Frequency: Percent of All Employed	Percent of Cohort
1. Eating and Drinking Places	164	15.72%	9.00%
2. Grocery Stores	72	6.90%	3.95%
3. Help Supply Services	59	5.66%	3.24%
4. Department Stores	58	5.56%	3.18%
5. Business Services, NEC	35	3.36%	1.92%
6. Family Clothing Stores	29	2.78%	1.59%
7. Colleges/Univ/Prof. Schools	24	2.30%	1.32%
8. Drug/Proprietary Stores	22	2.11%	1.21%

CONTINUATION

Public Postsecondary Enrollment: Postsecondary Institution of Record	Number Enrolled	Frequency: Percent of all Continuing Education	Percent of cohort
University of Texas at Austin	105	10.3%	5.8%
El Paso Community Coll. Dist	84	8.2%	4.6%
Laredo Community College	73	7.2%	4.0%
University of Texas at El Paso	66	6.5%	3.6%
Texas A&M University	50	4.9%	2.7%
Austin Community College	49	4.8%	2.7%
Angelo State University	48	4.7%	2.6%
University of North Texas	47	4.6%	2.6%

CONCENTRATION

Program of Study: Program/Major	Number enrolled	Frequency: Percent of all enrolled	Percent of cohort
Liberal Arts/Sciences	75	7.4%	4.1%
Business, General	52	5.1%	2.9%
Bus. Admin & Mgmt	48	4.7%	2.6%
Nursing (RN Training)	46	4.5%	2.5%
Biology, General	44	4.3%	2.4%
Psychology, General	36	3.5%	2.0%
Biological/Phys. Scl.	35	3.4%	1.9%
Multi/Interdisc. Studies	35	3.4%	1.9%

Report Card on STC Student Survey

1996-1997 Senior Exit Cohort

Mid-Size ISD Respondents

Points of reference: "Primarily Academic" is an identifier used by the TxSOICC to describe the PEIMS Career and Technology Education (CATE) Indicator Codes "0" (no participation in CATE courses and "1" (elective participation in CATE courses) to record information relating to school-based, non-occupationally specific data. Data relating to a coherent sequence of school-based, occupationally specific courses and/or work-based courses and activities are reported under codes "2" and "3" in PEIMS. Individuals continuing their education at a higher level may not be able to work full-time. There fore, numbers, percentages, and average earnings of those working only are displayed separately in the shaded boxes from those working and going to school at the same time. Subgroups are combined respectively in the unshaded cells to the immediate right and are not double counted in totals in the right-most column. Persons identified as incarcerated (N=0) through linkage with Texas Departmen of Criminal Justice (TDCJ) records are excluded from these data. In the target quarter, the federal definition of poverty for an individual supporting no other dependents = $1,995 per quarter. Full-time employment at minimum wage = $2,678 per quarter.

PEIMS Career and Technology Indicator Code	Working: Full-time/Part-time						All Working			Continuing Education at a Higher Level Only		Not Verified (Not Located)		Total Usable Records	
	Working Only		Average Quarterly Earnings	& Continuing Education at a Higher Level		Average Quarterly Earnings	Working and Continuing Educ. at a Higher Level		Average Quarterly Earnings						
	N	%		N	%		N	%		N	%	N	%	N	%
(0 & 1) Primarily Academic	24	24.00%	$2,070	32	32.00%	$1,354	56	56.00%	$1,743	27	27.00%	17	17.00%	100	60.98%
(2) Coherent Sequence	7	20.59%	$2,313	10	29.41%	$1,305	17	50.00%	$1,892	15	44.12%	2	5.88%	34	20.73%
(3) Approved Tech Prep	5	16.67%	$3,015	10	33.33%	$1,627	15	50.00%	$2,323	12	40.00%	3	10.00%	30	18.29%
TOTAL	36	21.95%	$2,259	52	31.71%	$1,397	88	53.66%	$1,868	54	32.93%	22	13.41%	164	100.00%

Note: Quarterly earnings for postal employees and military personnel not provided and therefore not included. Quarterly earnings for Civil Service was deduced from the annual salary provided in the OPM records.

ALL WORKING

There were 88 individuals identified in available public database records who were employed. This number represents 53.7% of the students comprising this exit cohort. Of those individuals not identified in the Texas UI wage records as being employed during the 4th quarter of 1997, the seed records provided by TEA were linked electronically to the public databases displayed to identify additional members of the exit cohort.

Link	N	%
TWC UI Wage Records	86	97.7%
Department of Defense Records	2	2.3%
Postal Service Records	0	0.0%
OPM (Civil Service) Records	0	0.0%
Total Employed	88	100.0%

Working = located in Texas UI wage record for target quarter (4th quarter earnings > $0), or through linkages to military (DoD), federal civil service (OPM), or Postal Service (USPS) records.

CONTINUING EDUCATION AT A HIGHER LEVEL IN A PUBLIC INSTITUTION IN TEXAS

According to record linkages with master enrollment file of the Texas higher Education Coordinating Board, 106 persons were identified as being enrolled in a public postsecondary institution in Texas. This number represents 64.6% of the exiters comprising this exit cohort. Of those individuals identified as continuing their education at a higher level, the seed records reflect the following types of postsecondary institutions in which individuals were enrolled during the Fall semester (4th Quarter) of 1997.

Type of Public Institution	N	%
Community and/or Technical Colleges	57	53.77%
Universities	48	45.28%
Health Science Centers	1	0.94%
Total Continuing Education	106	100.00%

Continuing Education = located through record linkages to the Coordinating Board's master enrollment (Transfer FICE not "000000").

EMPLOYMENT

Industry of Employment		Frequency	
Industry Sector	Number Employed	Percent of All Employed	Percent of Cohort
1. Eating and Drinking Places	12	13.64%	7.32%
2. Grocery Stores	10	11.36%	6.10%
3. Department Stores	7	7.95%	4.27%
4. Mixc. Retail Stores, NEC	5	5.68%	3.05%
5. Colleges/Univ/Prof. Schools	4	4.55%	2.44%
6. Elem/Secondary Schools	4	4.55%	2.44%
7. Family Clothing Stores	3	3.41%	1.83%
8. Help Supply Services	3	3.41%	1.83%

CONTINUATION

Public Postsecondary Enrollment		Frequency	
Postsecondary Institution of Record	Number Enrolled	Percent of all Continuing Education	Percent of cohort
Lamar University at Beaumon	10	9.4%	6.1%
College of the Mainland	9	8.5%	5.5%
Weatherford College	9	8.5%	5.5%
Austin Community College	8	7.5%	4.9%
Grayson County College	8	7.5%	4.9%
Texas Tech University	8	7.5%	4.9%
El Paso Community Coll. Dist	7	6.6%	4.3%
Univ. of Texas Pan American	5	4.7%	3.0%

CONCENTRATION

Program of Study		Frequency	
Program/Major	Number enrolled	Percent of all enrolled	Percent of cohort
Nursing (RN Training)	8	7.5%	4.9%
Liberal Arts/Science	6	5.7%	3.7%
Business, General	5	4.7%	3.0%
Psychology, General	5	4.7%	3.0%
Bus. Admin. & Mgmt.	4	3.8%	2.4%
Criminal Justice Stud.	3	2.8%	1.8%
Drafting, General	3	2.8%	1.8%
General Studies	3	2.8%	1.8%

Points of reference: "Primarily Academic" is an identifier used by the TxSOICC to describe the PEIMS Career and Technology Education (CATE) Indicator Codes "0" (no participation in CATE courses and "1" (elective participation in CATE courses) to record information relating to school-based, non-occupationally specific data. Data relating to a coherent sequence of school-based, occupationally specific courses and/or work-based courses and activities are reported under codes "2" and "3" in PEIMS. Individuals continuing their education at a higher level may not be able to work full-time. There fore, numbers, percentages, and average earnings of those working only are displayed separately in the shaded boxes from those working and going to school at the same time. Subgroups are combined respectively in the unshaded cells to the immediate right and are not double counted in totals in the right-most column. Persons identified as incarcerated (N=0) through linkage with Texas Departmen of Criminal Justice (TDCJ) records are excluded from these data. In the target quarter, the federal definition of poverty for an individual supporting no other dependents = $1,995 per quarter. Full-time employment at minimum wage = $2,678 per quarter.

PEIMS Career and Technology Indicator Code	Working: Full-time/Part-time					
	Working Only		Average Quarterly Earnings	& Continuing Education at a Higher Level		Average Quarterly Earnings
	N	%		N	%	
(0 & 1) Primarily Academic	8	34.78%	$1,925	7	30.43%	$2,029
(2) Coherent Sequence	2	25.00%	$130	1	12.50%	$259
(3) Approved Tech Prep	5	31.25%	$1,885	6	37.50%	$964
TOTAL	15	31.91%	$1,654	14	29.79%	$1,446

All Working			Continuing Education at a Higher Level Only		Not Verified (Not Located)		Total Usable Records	
Working and Continuing Educ. at a Higher Level		Average Quarterly Earnings						
N	%		N	%	N	%	N	%
15	65.22%	$1,972	4	17.39%	4	17.39%	23	48.94%
3	37.50%	$184	4	50.00%	1	12.50%	8	17.02%
11	68.75%	$1,428	3	18.75%	2	12.50%	16	34.04%
29	61.70%	$1,560	11	23.40%	7	14.89%	47	100.00%

Note: Quarterly earnings for postal employees and military personnel not provided and therefore not included. Quarterly earnings for Civil Service was deduced from the annual salary provided in the OPM records.

All WORKING

There were 29 individuals identified in available public database records who were employed. This number represents 61.7% of the students comprising this exit cohort. Of those individuals not identified in the Texas UI wage records as being employed during the 4th quarter of 1997, the seed records provided by TEA were linked electronically to the public databases displayed to identify additional members of the exit cohort.

Link	N	%
TWC UI Wage Records	28	96.6%
Department of Defense Records	1	3.4%
Postal Service Records	0	0.0%
OPM (Civil Service) Records	0	0.0%
Total Employed	29	100.0%

Working = located in Texas UI wage record for target quarter (4th quarter earnings > $0), or through linkages to military (DoD), federal civil service (OPM), or Postal Service (USPS) records.

CONTINUING EDUCATION AT A HIGHER LEVEL IN A PUBLIC INSTITUTION IN TEXAS

According to record linkages with master enrollment file of the Texas higher Education Coordinating Board, 25 persons were identified as being enrolled in a public postsecondary institution in Texas. This number represents 53.2% of the exiters comprising this exit cohort. Of those individuals identified as continuing their education at a higher level, the seed records reflect the following types of postsecondary institutions in which individuals were enrolled during the Fall semester (4th Quarter) of 1997.

Type of Public Institution	N	%
Community and/or Technical Colleges	8	32.00%
Universities	16	64.00%
Health Science Centers	1	4.00%
Total Continuing Education	25	100.00%

Continuing Education = located through record linkages to the Coordinating Board's master enrollment (Transfer FICE not "000000").

EMPLOYMENT

Industry of Employment	Frequency		
Industry Sector	Number Employed	Percent of All Employed	Percent of Cohort
1. Business Services, NEC	3	10.34%	6.38%
2. Colleges/Univ/Prof. Schools	3	10.34%	6.38%
3. Exec./Legislative Offices	2	6.90%	4.26%
4. Grocery Stores	2	6.90%	4.26%
5. Misc. Retail Stores, NEC	2	6.90%	4.26%
6. Video Tape Rental	2	6.90%	4.26%
7. Auto Services, Except Repair	1	3.45%	2.13%
8. Commercial Printing, Lithographic	1	3.45%	2.13%

CONTINUATION

Public Postsecondary Enrollment	Frequency		
Postsecondary Institution of Record	Number Enrolled	Percent of all Continuing Education	Percent of cohort
Angelo State University	7	28.0%	14.9%
Hill College	3	12.0%	6.4%
North Central Texas College	3	12.0%	6.4%
Texas A&M University	3	12.0%	6.4%
McLennan Community Colleg	1	4.0%	2.1%
Navarro College	1	4.0%	2.1%
SW Texas State University	1	4.0%	2.1%
Tarleton State University	1	4.0%	2.1%

CONCENTRATION

Program of Study	Frequency		
Program/Major	Number enrolled	Percent of all enrolled	Percent of cohort
Business, General	2	8.0%	4.3%
English Language/Lit.	2	8.0%	4.3%
Liberal Arts/Science	2	8.0%	4.3%
Ag Mechanization	1	4.0%	2.1%
Biological/Phys. Sci.	1	4.0%	2.1%
Chem. Engineering	1	4.0%	2.1%
Chemistry, General	1	4.0%	2.1%
Civil Engineering, Gen	1	4.0%	2.1%

Bibliography

American Association of Community Colleges. *The Critical Link: Community Colleges and the Workforce.* Washington, DC: The American Association of Community Colleges, 1994.

Baily, Thomas; Hughes, Katherine; and Barr, Travis. *Achieving Scale and Quality in School-to-Work Internships: Findings from and Employer Survey* {MDS-902]. Berkeley, CA: National Center for Research in Vocational Education, University of California at Berkeley, 1998.

Bristow, Roy and Marc Anderberg. *Career Majors in Texas Public Education: Developing a Model to Explain the Results of Secondary Education and Training by Career Majors.* Austin, Texas: Texas State Occupational Information Coordinating Committee, 1996.

Bristow, Roy. *Perceptions of Crucial Concerns Confronting the Community College: An Investigation of Differentials.* Doctoral Dissertation, University of Texas at Austin. Austin, Texas, 1976.

Bristow, Roy. *High School Programs of Study: Recommended Career Pathways to College Preparation and Broad Career Concentrations.* An Unpublished Final Project Report presented to the Texas Education Agency, Austin, Texas: Texas State Occupational Information Coordinating Committee, 1997.

Butler, Mark. *School-to-Careers Activities in Texas: A Status Report. Austin, TX: Texas Workforce Commission, 1999.*

Commission on the Skills of the American Workforce. *America's Choice: High Skills or Low Wages!* Rochester, NY: National Center on Education and the Economy, 1990.

Daggett, William. Identify*ing the Skills Students Need for Success in the Workplace: Implication for Curriculum and Assessment.* Washington DC: Council for Chief State School Officers, 1995.

Gardecki, R. and Neumark, D. *Early Labor Market Experiences and Their Consequences for Adult Labor Market Outcomes.* Washington, DC: Office of Technology and Assessment, U.S. Congress, 1995.

Glover, Robert and King, Chris. *Net Impact Evaluation of School-to-Work: Desirable But Feasible?* Austin: Center for the Study of Human Resources, University of Texas, 1996.

Haimson, J.; Hall, J.; Hershey, A. M.; Hudis, P.; and Jackson, R. *Design for the Evaluation of School-to-Work Implementation.* Princeton, NJ: Mathematica Policy Research, Inc., 1996.

Horn, Laura and Carroll, Dennis. *Stopouts or Stayouts? Undergraduates Who Leave College in Their First Year.* Washington, DC: National Center for Education Statistics, 1998.

King, Christopher t.; McPherson, Robert E.; et. al. *Building a Workforce Development System for Texas: A funny Thing Happened on the Way to Reform* (Policy Research Project Report Number 126). Austin, TX: Lyndon B. Johnson School of Public Affairs, University of Texas, 1997.

Marshall, Ray and Tucker, Mark. *Thinking for a Living.* New York: Basic Books, 1992.

Mathematica Policy Research, Inc. *Building School-to-Work systems on a Tech Prep Foundation.* Washington, DC: U. S. Department of Education, 1996.

Moffitt, R. *Evaluating the School-to-Work Opportunities Act of 1994.* In U. S. Department of Labor, *Roundtable on Net Impact Evaluation of School-to-Work: Exploring Alternatives.* Washington, DC: U.S. Department of Labor, 1996.

National School-to-Work Office. *Implementation of the School-to-Work Opportunities Act of 1994: Report to Congress.* Washington, DC: U.S. Departments of Education and Labor, 1996.

Silverberg, M. K. *Building School-to-Work Systems on a Tech Prep Foundation: The Status of School-to-Work Features in Tech Prep Initiatives.* Washington, DC: U.S. Department of Education, 1996.

Stern, David; Paik, I; Catterall, J.; and Nakata, Y. "Labor Market Experience of Teenagers With and Without High School Diplomas." *Economics of Education Review,* 8:3, pp. 233-246, 1989.

Urquiola, Miguel; Stern, David; Horn, Ilana; Dornsife, Carolyn; Chi, Dernadette; Williams, Lea; Hughes, Katherine; and Baily, Thomas. *School to Work, College and Career: A Review of Policy, Practice, and Results, 1993-1997.* Berkeley, CA: National Center for Research in Vocational Education, 1997.

CE079809
ACTE 99

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: Texas School-to-Careers Student Evaluation Project: Student Perceptions of the Impact of School-To-Careers Programs, Services, and Activities on Their Post-High School Experiences.

Author(s): Roy D. Bristow and Marc Anderberg

Corporate Source:
Texas State Occupational Information Coordinating Committee (TxSOICC)

Publication Date:
September 1999

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1

☑

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) *and* paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A

☐

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B

☐

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here.→

Signature: Richard Froeschle 3/20/00

Printed Name/Position/Title: Richard Froeschle, Executive Director

Organization/Address: Texas State Occupational Information Coordinating Committee (TxSOICC)

Telephone: 512-491-4941 FAX: 512-491-4966

E-Mail Address: richard.froeschle@soicc.state.tx.us